Robin Hood: England’s Man of Mystery

Grade Level or Special Area: Fourth Grade
Written by: Kathy Buxkemper, Christ the King Cathedral School, Lubbock, TX
Length of Unit: 14 lessons, approximately 17 – 18 days (1 hour classes)

I. ABSTRACT
   A. Was Robin Hood a “good outlaw”? Tales of Robin Hood have been told for nearly 700 years. Our fascination with him appeals to us today. The text presented in the novel will provide continuing motivation to help students develop knowledge of character traits, an increased vocabulary repertoire, and a comprehension of the times and events of the Medieval Ages.

II. OVERVIEW
   A. Concept Objectives
      1. The student develops an extensive vocabulary through reading (ELA TEKS 4.9)
      2. The student comprehends selections using a variety of strategies (ELA TEKS 4.10)
      3. The student expresses, responds, and analyzes the various types of texts (ELA TEKS 4.11 and 4.12 adapted)

   B. Content from the Core Knowledge Sequence
      1. Language Arts: Fiction (p. 89)
         a. Stories: Robin Hood
         b. Literary terms
            1. Novel
            2. Plot
            3. Setting
      2. Sayings and Phrases (p. 90)
         1. When it rains, it pours
         2. Laugh and the world laughs with you; weep and you weep alone
         3. Two wrongs don’t make a right
         4. Beauty is only skin deep
         5. Birds of a feather flock together
         6. Bury the hatchet
         7. Money burning a hole in your pocket
         8. The bigger they are, the harder they fall
         9. Bull in a china shop
         10. Don’t count your chickens before they hatch
         11. Live and let live
         12. Can’t hold a candle to
         13. Through thick and thin
         14. An ounce of prevention is worth a pound of cure
         15. Seeing is believing
         16. On the warpath
         17. One picture is worth a thousand words
         18. Break the ice
         19. Make hay while the sun shines
         20. As the crow flies
         21. Haste makes waste
         22. Go to pot
         23. Blow hot and cold
24. Don’t put all your eggs in one basket
25. Half a loaf is better than none

C. Skill Objectives
1. The student will identify how language use such as labels and saying reflects regions and cultures. (ELA TEKS 4.4 C)
2. The student will draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple – meaning words. (ELA TEKS 4.9 B)
3. The student will use his/her own knowledge and experience and the text’s structure or progression of ideas such as cause and effect of chronology to locate and recall information in order to comprehend. (ELA TEKS 4.10 A, E adapted)
4. The student will paraphrase and summarize text to recall, inform, and organize ideas. (ELA 4.10 G)
5. The student will represent text information in different ways such as in outline, timeline, or graphic organizer to answer different types and levels of questions. (ELA TEKS 4.10 K,L adapted)
6. The student will offer observations, make connections, react, interpret, and raise questions in response to texts. (ELA TEKS 4.11 A)
7. The student will connect, compare, contrast, and interpret text ideas, themes, and issues through such varied means as writing, discussion, and media. (ELA TEKS 4.11 B,D)
8. The student will recognize the distinguishing features of genres and literary forms among such types of texts as stories, poems myths, fables, tall tales, limericks, and plays. (ELA TEKS 4.12 D,G adapted)
9. The student will analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo. (ELA TEKS 4.12 H)
10. The student will recognize, identify, and analyze story plot, setting, title, author, and illustrator. (ELA TEKS 4.12 F, I adapted)

III. BACKGROUND KNOWLEDGE
A. For Teachers
1. Core Knowledge Teacher Handbook Grade 4, 2005
2. Robin Hood by J. Walker McSpadden Core Classic
3. www.boldoutlaw.com by Allen W. Wright

B. For Students
1. Europe in the Middle Ages Grade 4 (p. 42 – 87)

IV. RESOURCES
A. Classics Robin Hood by J. Walker McSpadden
B. Appendices

V. LESSONS
Lesson One: Review of the Period Setting: the time and place (1 hour)
A. Daily Objectives
1. Concept Objective(s)
   a. The student develops an extensive vocabulary through reading (LA TEKS 4.9)
   b. The student comprehends selections using a variety of strategies (LA TEKS 4.10)
c. The student expresses, responds, and analyzes the various types of texts (ELA TEKS 4.11 and 4.12 adapted)

2. Lesson Content
   a. Stories: Robin Hood
   b. Literary terms
      1. Novel
      2. Plot
      3. Setting

3. Skill Objective(s)
   a. The student will use his/her own knowledge and experience and the text’s structure or progression of ideas such as cause and effect of chronology to locate and recall information in order to comprehend. (ELA TEKS 4.10 A, E adapted)
   b. The student will represent text information in different ways such as in outline, timeline, or graphic organizer to answer different types and levels of questions. (ELA TEKS 4.10 K, L adapted)
   c. The student will recognize, identify, and analyze story plot, setting, title, author, and illustrator. (ELA TEKS 4.12 F, I adapted)

B. Materials
   1. A copy of Robin Hood for each student.
   2. Board and marker
   3. A World map
   4. Appendix A – 1 map of Europe
   5. Appendix A – 2 map of United Kingdom
   6. Appendix A – 3 Robin’s Code of Chivalry
   7. Appendix A – 4 Review of Medieval Feudal System
   8. Appendix A – 5 Review of the Church’s Hierarchy
   9. Appendix A – 6 Cover for each student’s folder
   10. crayons or map colors
   11. glue
   12. 2 or 3 prong folder (preferably green) with pockets for a portfolio

C. Key Vocabulary
   1. novel – a longer piece of fiction that is divided into chapters
   2. English folk mythology – a legend that has been orally handed down from the past.
   3. feudalism – a system of government in which land is exchanged for loyalty and service.
   4. hierarchy – a ruling body of clergy organized into orders or ranks
   5. Code of Chivalry – a code of behavior followed by knights in the Middle Ages, requiring them to be brave, pious, honorable, and loyal, and to treat women with special respect.

D. Procedures/Activities
   1. The teacher will pass out a copy of Robin Hood to each student. Give the students time to preview the book.
   2. The teacher will introduce the novel to the class telling the students that a novel is a longer piece of fiction that is divided into chapters.
   3. The teacher will ask if the students can tell by the book cover illustration and the pictures in the book what time period the story takes place.
4. The teacher will explain to the students that **Robin Hood is a folk mythology.** that is, a legend that has been orally handed down from the past.

5. The teacher will have the students open the book to the title page and introduce the author. Then have the students open to the introduction and the teacher will read aloud to the class pages I – III.

6. After reading the introduction, the teacher will ask the following questions and record answers from the students on the board to set the overall tone of the book:
   a. Why was Robin Hood considered a hero? (list qualities)
   b. How did people hear about Robin Hood? (ballads)
   c. What qualities make Robin Hood a good leader? (bold, shrewd, honest, honorable,)
   d. What skill was Robin exceptionally good at? (archery)
   e. What type of people would you have seen at this time? (knights, nobles, serfs, bishops, kings, etc. )

7. The teacher will pass out Appendices A – 1 and A – 2. Ask the students what country Robin Hood was from. Point out the United Kingdom on the world map. Ask the students if they can recall the kings and queen of this medieval period. (King Henry11, Richard I, Queen Eleanor). Read together with the students the information on Appendix A – 1. Have the students follow the directions on the bottom of the page. Read together with the students the information on Appendix A – 2. Have the students follow the directions on the bottom of the page.

8. The teacher will review with the students what the requirements of the Code of Chivalry are. Hand out Appendix A – 3 to the students. Ask them to recall what requirements Robin Hood expects in his Code of Chivalry. Have the students fill out the Appendix.

9. The teacher will hand out Appendix A – 4 and A – 5 to the students. This is a review of the Feudal System and the church hierarchy and the characteristics of the characters Robin will encounter in the novel. The teacher will read the text to the students and direct to the class to complete the worksheets.

10. The teacher will give one copy of Appendix A – 6 to each student to glue to the front of his/her folder to keep throughout the unit.

E. **Assessment/Evaluation**

1. The teacher will check for understanding through student participation in discussions.

2. The teacher will check for map skills and following directions on map handouts by giving a check for completion. The students will add the Appendices to their folders.

3. The teacher will combine the Appendices A - 4 and A - 5 and use a grading scale of 100%, with each answer worth 5 points. This will be a daily grade.

**Lesson Two: Ballads (1 hour)**

A. **Daily Objectives**

1. Concept Objective(s)
   a. The student expresses, responds, and analyzes the various types of texts (LA TEKS 4.11 and 4.12 adapted)

2. Lesson Content
   a. Language Arts: Fiction (p. 89)
      Stories: Robin Hood

3. Skill Objective(s)
a. The student will offer observations, make connections, react, interpret, and raise questions in response to texts. (ELA TEKS 4.11 A).

b. The student will recognize the distinguishing features of genres and literary forms among such types of texts as stories, poems, myths, fables, tall tales, limericks, and plays. (ELA TEKS 4.12 D, G adapted).

c. The student will offer observations, make connections, react, interpret, and raise questions in response to texts. (ELA TEKS 4.11 A)

B. Materials
1. A copy of *Robin Hood* for each student
2. Several sheets of notebook paper per student
3. Appendix B – 1 Ballads
4. Appendix B – 2 Examples of Ballads
5. Appendix B – 3 Let’s Write a Class Ballad
6. Student folders

C. Key Vocabulary
1. **Ballad** – a song or a poem that usually tells a story.

D. Procedures/Activities
1. The teacher will remind the students that in the introduction they read where the story of Robin Hood originated as a ballad. A **ballad** is a song or a poem that tells a story and is handed down orally and some are eventually written down.

2. The teacher will hand out Appendix B – 1 to the students. Read together the information on the handout. The students will include these in their folders.

3. The teacher can either make a transparency of Appendix B – 2 or make a copy for each student. The teacher will read the two ballads asking the students to point out the rhyming words. The teacher can either demonstrate the pattern in each poem, which is the A, B, C, B pattern or ask if any of the students can recognize the pattern.

4. The teacher will also ask the students if they can understand the story being told in each poem. If each student has a copy of the Appendix, they can add it to his/her folder.

5. The teacher will hand out Appendix B – 3. The teacher will read the directions to the students.

6. The teacher will demonstrate or ask the students to participate in composing a quatrain to introduce the class ballad. An example might be:
   - This is Mrs. Smith’s fourth grade class,
   - We always have a lot of fun,
   - This ballad is a story about us,
   - And will acquaint you with each one.

7. The teacher will give each student time to work on his/her quatrain, guiding and monitoring as needed. The students can use the notebook paper for brainstorming and editing before putting a final copy on the Appendix.

8. The teacher will collect all the poems and arrange them as he/she wants. The teacher will display a copy in the classroom and/or hand out a copy to each student to add to his/her folder. (An option would be to enlarge a copy to hang in the hallway with a self portrait of each student.)

E. Assessment/Evaluation
1. The teacher will check for understanding through student participation in discussions.
2. The teacher will check each student’s Appendix B – 3 to see if the student understood and followed the pattern. The students are to add the Appendix to their folders.

**Lesson Three: Robin Hood: Chapter 1 (2 days, approximately 1 hour each class)**

**A. Daily Objectives**

2. Concept Objective(s)
   a. The student develops an extensive vocabulary through reading (LA TEKS 4.9)
   b. The student comprehends selections using a variety of strategies (LA TEKS 4.10)
   c. The student expresses, responds, and analyzes the various types of texts (ELA TEKS 4.11 and 4.12 adapted)

3. Lesson Content
   a. Language Arts: Fiction (p. 89)
      Stories: *Robin Hood*
   b. Sayings and Phrases (p. 90)
      1. *When it rains, it pours*
      2. *Laugh and the world laughs with you; weep and you weep alone.*
      3. *Two wrongs don’t make a right*
      4. *Beauty is only skin deep*
      5. *Birds of a feather flock together*

4. Skill Objective(s)
   a. The student will identify how language use such as labels and saying reflects regions and cultures. (ELA TEKS 4.4 C)
   b. The student will use his/her own knowledge and experience and the text’s structure or progression of ideas such as cause and effect of chronology to locate and recall information in order to comprehend. (ELA TEKS 4.10 A, E adapted)
   c. The student will paraphrase and summarize text to recall, inform, and organize ideas. (ELA 4.10 G)
   d. The student will represent text information in different ways such as in outline, timeline, or graphic organizer to answer different types and levels of questions. (ELA TEKS 4.10 K,L adapted)
   e. The student will analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo. (ELA TEKS 4.12 H)

**B. Materials**

1. A copy of *Robin Hood* for each student
2. Student folder
3. Crayons or colored pencils
4. Board and marker
5. Appendix C – 1 vocabulary
6. Appendix C – 2 comprehension
7. Appendix C – 3 Wanted Poster directions
8. Appendix C – 4 Wanted Poster
9. Appendix C – 5 Core Knowledge Sayings and Phrases p. 1
10. Appendix C – 6 Core Knowledge Sayings and Phrases p. 2

**C. Key Vocabulary**

1. **preserves** – wildlife shelter
2. **whittle** – cut or shave bits from wood
3. **pewter** – dull, silvery gray alloy of tin and lead
4. **mockery** – to be the subject of laughter or insult
5. **bestow** – to present or to give honor

D. **Procedures/Activities**

**Day One:**
1. The teacher will hand out Appendix C – 1 to introduce the vocabulary in Chapter 1 of *Robin Hood*. The teacher will conduct a whole-group lesson to build new vocabulary. The teacher will introduce the vocabulary words and with the students read the first sentence. Have a student volunteer to use the context clues in the sentence to determine the meaning of the word. Once a student has come up with a feasible definition, the teacher will write the definition on the board. The students will copy the definition to the Appendix. Follow this procedure for each vocabulary word.

2. The teacher needs to determine if he/she will read this novel aloud or whether students will read this novel as a class. If the students are to read the novel aloud, the teacher might interject and paraphrase what has been read to insure student comprehension. The teacher might also decide to read the ballads at the beginning of each chapter, as the language might be difficult for the students.

3. The teacher and the students will read Chapter 1, pages 1 – 21.

4. After reading Chapter 1 with/to the students, the teacher will pass out Appendix C – 2 comprehension questions. The teacher could have the students respond orally, individually, or with partners.

**Day Two:**
5. The teacher will pass out Appendices C – 3 and C – 4 to the students. This activity will provide the students an opportunity to recall information and list characteristics of the main character. Read the directions with the students. Make sure to go over the rubric at the bottom of the page. Provide time for the students to complete the Wanted Poster. After grading, the students will add these to their folders.

6. The teacher will incorporate some of the Core Knowledge Sayings and Phrases. The teacher might remind the students that some Sayings and Phrases are widely used in the English language. Proverbs and idioms, like ballads, have been passed along orally and are based on experiences and observations. The teacher will tell the students that Core Knowledge Sayings and Phrases can be applied to some of the situations they will be reading in *Robin Hood*. He/she will distribute Appendices C – 5 and C- 6 to each student. The teacher will read each saying and allow time for the students to write what they think it means to them. The teacher will then call on student volunteers to share their responses. The teacher will write the actual meanings on the board. The students will copy them to their papers. The students will then find the situations in Chapter 1 on the corresponding page and write in his/her own words how it relates to the sayings. After assessment, these should be added this to their folders.

**E. Assessment/Evaluation**

1. The teacher will check for following directions on Appendix C – 1, definitions.
2. The teacher will use a grading scale of 100%, with each answer worth 10 points. Or the teacher may observe participation in the discussion of the questions on Appendices C – 2 and C – 3.

5. The teacher will use the rubric to grade Appendix C – 4 Wanted Poster.
Lesson Four: Chapters 2 – 3 (1 day, approximately 1 hour)

A. Daily Objectives

1. Concept Objective(s)
   a. The student develops an extensive vocabulary through reading (LA TEKS 4.9)
   b. The student comprehends selections using a variety of strategies (LA TEKS 4.10)
   c. The student expresses, responds, and analyzes the various types of texts (ELA TEKS 4.11 and 4.12 adapted)

2. Lesson Content
   a. Language Arts: Fiction (p. 89)
      Stories: Robin Hood
   b. Sayings and Phrases (p. 90)
      1. Bury the hatchet
      2. Money burning a hole in your pocket

3. Skill Objective(s)
   a. The student will identify how language use such as labels and saying reflects regions and cultures. (ELA TEKS 4.4 C)
   b. The student will use his/her own knowledge and experience and the text’s structure or progression of ideas such as cause and effect of chronology to locate and recall information in order to comprehend. (ELA TEKS 4.10 A, E adapted)
   c. The student will paraphrase and summarize text to recall, inform, and organize ideas. (ELA 4.10 G)
   d. The student will represent text information in different ways such as in outline, timeline, or graphic organizer to answer different types and levels of questions. (ELA TEKS 4.10 K,L adapted)

B. Materials

1. A copy of Robin Hood for each student
2. Student folder
3. Board and marker
4. Appendix D – 1 vocabulary
5. Appendix D – 2 comprehension questions p. 1
6. Appendix D – 3 comprehension questions p. 2
7. Appendix D – 4 Core Knowledge Sayings and Phrases
8. Appendix D – 5 organizer

C. Key Vocabulary

1. quiver – the case in which arrows are kept
2. bank – a slope of land adjoining water
3. porridge – soft food made of oatmeal or other cereal boiled in water or milk
4. tarry – to linger or hesitate
5. custom – the usual manner of doing something

D. Procedures/Activities

1. The teacher will hand out Appendix D – 1 to introduce the vocabulary in Chapters 2 - 3 of Robin Hood. The teacher will conduct a whole - group lesson to build new vocabulary. The teacher will introduce the vocabulary words and
with the students read the first sentence. Have a student volunteer to use the context clues in the sentence to determine the meaning of the word. Once a student has come up with a feasible definition, the teacher will write the definition on the board. The students will copy the definition to the Appendix. Follow this procedure for each vocabulary word.

2. The teacher needs to determine if he/she will read this novel aloud or whether students will read this novel as a class. If the students are to read the novel aloud, the teacher might interject and paraphrase what has been read to insure student comprehension. The teacher might also decide to read the ballads at the beginning of each chapter, as the language might be difficult for the students.

3. The teacher and the students will read Chapters 2 and 3, pages 22 – 42.

4. After reading Chapters 2 and 3 with/to the students, the teacher will pass out Appendices D – 2 and D – 3 comprehension questions. The teacher could have the students respond orally, individually, or with partners.

5. The teacher will incorporate some of the Core Knowledge Sayings and Phrases. He/she will distribute Appendix D – 4 to each student. The teacher will read each saying and allow time for the students to write what they think it means to them. The teacher will then call on student volunteers to share their responses. The teacher will write the actual meanings on the board. The students will copy them to their papers. The students will then find the situations in Chapters 2 and 3 on the corresponding page and write in his/her own words how it relates to the sayings. After assessment, these should be added to their folders.

6. The teacher will distribute Appendix D – 5 to the students. Tell the student that sometimes a chapter is a story within a story. This organizer will help them understand the story by comprehending what is happening, why it is happening, followed by the resolution. The teacher will read the directions and allow time for the students to complete the puzzle. After assessment, the students will add the organizer to their folders.

E. Assessment/Evaluation
1. The teacher will check for following directions on Appendix D – 1, definitions.
2. The teacher will use a grading scale of 100% for a daily grade, or the teacher may observe student participation in the discussion of the questions on Appendices D – 2 and D – 3.
3. The teacher will monitor the students’ understanding of the Sayings and Phrases by reviewing student responses for Appendix D – 4 and using the Checklist for each student on Appendix O – 6.
4. The teacher will monitor student understanding of Appendix D - 5 by having a class discussion, or by reviewing individual student responses. Taking a daily grade will be up to the discretion of the teacher.

Lesson Five: Chapters 4 – 5 (1 day, approximately 1 hour)

A. Daily Objectives
1. Concept Objective(s)
   a. The student develops an extensive vocabulary through reading (LA TEKS 4.9)
   b. The student comprehends selections using a variety of strategies (LA TEKS 4.10)
   c. The student expresses, responds, and analyzes the various types of texts (ELA TEKS 4.11 and 4.12 adapted)

2. Lesson Content
   a. Language Arts: Fiction (p. 89)
Stories: *Robin Hood*

b. Sayings and Phrases (p. 90)
   1. *The bigger they are, the harder they fall*
   2. *Don’t count your chickens before the hatch*
   3. *Bull in a china shop*

3. Skill Objective(s)
   a. The student will identify how language use such as labels and saying reflects regions and cultures. (ELA TEKS 4.4 C)
   b. The student will draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple – meaning words. (ELA TEKS 4.9 B)
   c. The student will represent text information in different ways such as in outline, timeline, or graphic organizer to answer different types and levels of questions. (ELA TEKS 4.10 K,L adapted)
   d. The student will use his/her own knowledge and experience and the text’s structure or progression of ideas such as cause and effect of chronology to locate and recall information in order to comprehend. (ELA TEKS 4.10 A, E adapted)

B. Materials
   1. A copy of *Robin Hood* for each student
   2. Student folder
   3. Appendix E – 1 vocabulary
   4. Appendix E – 2 comprehension questions
   5. Appendix E – 3 Core Knowledge Sayings and Phrases
   6. Appendix E – 4 puzzle

C. Key Vocabulary
   1. *jeers* – to ridicule or make fun of
   2. *stave* – a stick or staff
   3. *parried* – to lunge or ward off a blow
   4. *glade* – an open space in a forest
   5. *guffaw* – a loud and rough laugh

D. Procedures/Activities
   1. The teacher will hand out Appendix E – 1 to introduce the vocabulary in Chapters 4 - 5 of *Robin Hood*. The teacher will conduct a whole - group lesson to build new vocabulary. The teacher will introduce the vocabulary words and with the students read the first sentence. Have a student volunteer to use the context clues in the sentence to determine the meaning of the word. Once a student has come up with a feasible definition, the teacher will write the definition on the board. The students will copy the definition to the Appendix. Follow this procedure for each vocabulary word. After completion, the students will add these to their folders.
   2. The teacher needs to determine if he/she will read this novel aloud or whether students will read this novel as a class. If the students are to read the novel aloud, the teacher might interject and paraphrase what has been read to insure student comprehension. The teacher might also decide to read the ballads at the beginning of each chapter, as the language might be difficult for the students.
   3. The teacher and the students will read Chapters 4 - 5, pages 43 - 66.
   4. After reading Chapter 4 and 5 with/to the students, the teacher will pass out Appendix E -2 with the comprehension questions. The teacher could have
the students respond orally, individually, or with partners. These should be added to the students’ folders.

5. The teacher will incorporate some of the Core Knowledge Sayings and Phrases. He/she will distribute Appendix E – 3 to each student. The teacher will read each saying and allow time for the students to write what they think it means to them. The teacher will then call on student volunteers to share their responses. The teacher will write the actual meanings on the board. The students will copy them to their papers. The students will then find the situations in Chapters 4 and 5 on the corresponding page and write in his/her own words how it relates. After assessment, these should be added this to their folders.

6. The teacher will pass out Appendix E – 4 to the students. Appendix E – 4 is a puzzle to show an example of cause- and – effect. It also helps to reveal more about the character traits of the Sheriff and Robin’s men. The teacher will allow time for the students to complete the puzzle on their own. The teacher will collect the papers from the students and check for understanding. The students will add these to their folders after assessment.

E Assessment/Evaluation
1. The teacher will check for following directions on Appendix E – 1, definitions.
2. The teacher will use a grading scale of 100%, with each answer worth 10 points. Or the teacher may observe participation in the discussion of the questions on Appendix E – 2.
3. The teacher will monitor the students’ understanding of the Sayings and Phrases by reviewing student responses for Appendix E – 3 and using the Checklist for each student on Appendix O - 6.
4. The teacher will monitor student understanding of Appendix E - 4 by having a class discussion, or by reviewing individual student responses. Taking a daily grade will be up to the discretion of the teacher.

Lesson Six: Chapters 6 – 7 (2 days, approximately 1 hour each)
A. Daily Objectives
1. Concept Objective(s)
   a. The student develops an extensive vocabulary through reading (LA TEKS 4.9)
   b. The student comprehends selections using a variety of strategies (LA TEKS 4.10)
   c. The student expresses, responds, and analyzes the various types of texts (ELA TEKS 4.11 and 4.12 adapted)
2. Lesson Content
   a. Language Arts: Fiction (p. 89)
      Stories: Robin Hood
   b. Sayings and Phrases (p. 90)
      1. Live and let live
      2. Can’t hold a candle to
      3. Through thick and thin
      4. An ounce of prevention is worth a pound of cure
      5. Seeing is believing
      6. On the warpath
      7. One picture is worth a thousand words
3. Skill Objective(s)
   a. The student will identify how language use such as labels and saying reflects regions and cultures. (ELA TEKS 4.4 C)
b. The student will draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple – meaning words. (ELA TEKS 4.9 B)

c. The student will analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo. (ELA TEKS 4.12 H)

d. The student will offer observations, make connections, react, interpret, and raise questions in response to texts. (ELA TEKS 4.11 A)

e. The student will connect, compare, contrast, and interpret text ideas, themes, and issues through such varied means as writing, discussion, and media. (ELA TEKS 4.11 B,D)

B. Materials
1. A copy of Robin Hood for each student
2. Student folder
3. Appendix F – 1 vocabulary
4. Appendix F – 2 comprehension questions p. 1
5. Appendix F – 3 comprehension questions p. 2
6. Appendix F – 4 Core Knowledge Sayings and Phrases p. 1
7. Appendix F – 5 Core Knowledge Sayings and Phrases p. 2
8. Appendix F – 6 Character booklet directions and rubric
9. Character booklet, one for each student – could be constructed from 5 – 9 " x 11" manila paper, folded in half, hamburger style and stapled down the fold to form the book. These could be made ahead of time.

C. Key Vocabulary
1. **scarlet** – a bright or vivid red
2. **cudgel** – a short, thick stick or club
3. **astounded** – to surprise so greatly as to make unable to speak
4. **smack** – to make a sharp noise, as in hitting
5. **hermitage** – a place where a person can live away from other people

D. Procedures/Activities

Day One
1. The teacher will hand out Appendix F– 1 to introduce the vocabulary in Chapters 6 - 7 of Robin Hood. The teacher will conduct a whole - group lesson to build new vocabulary. The teacher will introduce the vocabulary words and with the students read the first sentence. Have a student volunteer to use the context clues in the sentence to determine the meaning of the word. Once a student has come up with a feasible definition, the teacher will write the definition on the board. The students will copy the definition to the Appendix. Follow this procedure for each vocabulary word. The students will add these to their folders.

2. The teacher needs to determine if he/she will read this novel aloud or whether students will read this novel as a class. If the students are to read the novel aloud, the teacher might interject and paraphrase what has been read to insure student comprehension. The teacher might also decide to read the ballads at the beginning of each chapter, as the language might be difficult for the students.

3. The teacher and the students will read Chapters 6 - 7, pages 67 - 91.

4 After reading Chapters 6 and 7 with/to the students, the teacher will pass out Appendices F -2 and F - 3 with the comprehension questions. The teacher could have the students respond orally, individually, or with partners. The students will add these to their folders.
5. The teacher will incorporate some of the Core Knowledge Sayings and Phrases. He/she will distribute Appendices F – 4 and F – 5 to each student. The teacher will read each saying and allow time for the students to write what they think it means to them. The teacher will then call on student volunteers to share their responses. The teacher will write the actual meanings on the board. The students will copy them to their papers. The students will then find the situations in Chapters 6 and 7 on the corresponding page and write in his/her own words how it relates. After assessment, these should be added this to their folders.

**Day Two**

6. The teacher will explain to the students that at this time they will begin a booklet that will include the main characters that Robin becomes involved with throughout the story. Have the students brainstorm some of the individuals they have encountered so far. The teacher will write these on the board. The students should recall from Chapter 1 – Robin Hood, Maid Marion, and Will Stutely; and from Chapter 2 -- Little John and the Sheriff of Nottingham. There will be 17 characters that the students will encounter. The teacher will pass out to each student Appendix F – 6 and the construction paper booklets. The teacher will read the instructions to the students. Allow students to work only on the characters from Chapter 1 – Chapter 7. They are allowed to look through their books to find descriptions and traits. The teacher will monitor the students’ progress through this project. When finished, the teacher will collect the booklets as they are to be used later in this unit.

**E. Assessment/Evaluation**

1. The teacher will check for following directions on Appendix F – 1, definitions.
2. The teacher will use a grading scale of 100%, or the teacher may observe participation in the discussion of the questions on Appendices F – 2 and F – 3.
3. The teacher will monitor the students’ understanding of the Sayings and Phrases by reviewing student responses for Appendices F – 4 and F - 5 and using the Checklist for each student on Appendix O - 6.
4. The teacher will monitor student understanding of Appendix F – 6 by having a class discussion and by observing individual student participation. Taking a daily grade will be up to the discretion of the teacher after the completion of the project.

**Lesson Seven: Chapters 8 – 9 (1 day, approximately 1 hour)**

**A. Daily Objectives**

1. Concept Objective(s)
   a. The student develops an extensive vocabulary through reading (LA TEKS 4.9)
   b. The student comprehends selections using a variety of strategies (LA TEKS 4.10)
   c. The student expresses, responds, and analyzes the various types of texts (ELA TEKS 4.11 and 4.12 adapted)

2. Lesson Content
   a. Language Arts: Fiction (p. 89)
      Stories: *Robin Hood*
   b. Sayings and Phrases (p. 90)
      1. *Break the ice*
      2. *Make hay while the sun shines*

3. Skill Objective(s)
a. The student will identify how language use such as labels and saying reflects regions and cultures. (ELA TEKS 4.4 C)
b. The student will draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple – meaning words. (ELA TEKS 4.9 B)
c. The student will use his/her own knowledge and experience and the text’s structure or progression of ideas such as cause and effect of chronology to locate and recall information in order to comprehend. (ELA TEKS 4.10 A, E adapted)
d. The student will represent text information in different ways such as in outline, timeline, or graphic organizer to answer different types and levels of questions. (ELA TEKS 4.10 K,L adapted)

B. Materials
1. A copy of Robin Hood for each student
2. Student folder
3. Appendix G – 1 vocabulary
4. Appendix G – 2 comprehension questions p. 1
5. Appendix G – 3 comprehension questions p. 2
6. Appendix G – 4 Core Knowledge Sayings and Phrases
7. Appendix G – 5 sequence
8. Crayons or colored pencils

C. Key Vocabulary
1. coveted – to wish possession of that which belongs to someone else
2. pomp – a showy display
3. jilted – to turn away a friend or someone you love
4. staunched – strong, firm, loyal, lasting
5. thrust – to push with a sudden force

D. Procedures/Activities
1. The teacher will hand out Appendix G– 1 to introduce the vocabulary in Chapters 8 - 9 of Robin Hood. The teacher will conduct a whole - group lesson to build new vocabulary. The teacher will introduce the vocabulary words and with the students read the first sentence. Have a student volunteer to use the context clues in the sentence to determine the meaning of the word. Once a student has come up with a feasible definition, the teacher will write the definition on the board. The students will copy the definition to the Appendix. Follow this procedure for each vocabulary word.
2. The teacher needs to determine if he/she will read this novel aloud or whether students will read this novel as a class. If the students are to read the novel aloud, the teacher might interject and paraphrase what has been read to insure student comprehension. The teacher might also decide to read the ballads at the beginning of each chapter, as the language might be difficult for the students.
3. The teacher and the students will read Chapters 8 -9, pages 92 – 115.
4. After reading Chapters 8 and 9 with/to the students, the teacher will pass out Appendices G -2 and G - 3 with the comprehension questions. The teacher could have the students respond orally, individually, or with partners. After assessment, these should be added this to their folders.
5. The teacher will incorporate some of the Core Knowledge Sayings and Phrases.. He/she will distribute Appendix G – 4 to each student. The teacher will read each saying and allow time for the students to write what they think it means to them.
The teacher will then call on student volunteers to share their responses. The teacher will write the actual meanings on the board. The students will copy them to their papers. The students will then find the situations in Chapters 8 and 9 on the corresponding page and write in his/her own words how it relates. After assessment, these should be added this to their folders.

6. The teacher will pass out Appendix G – 5 to the students. The teacher will read the directions and the students will use the information in Chapter 8 about the wedding and sequence the events in the chapter. The teacher will monitor for student understanding. After assessment, these should be added to the student folders.

E. Assessment/Evaluation
1. The teacher will check for following directions on Appendix G – 1, definitions.
2. The teacher will use a grading scale of 100%, or the teacher may observe participation in the discussion of the questions on Appendices G – 2 and G – 3.
3. The teacher will monitor the students’ understanding of the Sayings and Phrases by reviewing student responses for Appendix G – 4 and using the Checklist for each student on Appendix O – 6.
4. The teacher will monitor student understanding of Appendix G – 5 by observing individual student participation. Taking a daily grade will be up to the discretion of the teacher after the completion of the project.

Lesson Eight: Chapters 10 and 11 (1 day, approximately 1 hour)
A. Daily Objectives
1. Concept Objective(s)
   a. The student develops an extensive vocabulary through reading (LA TEKS 4.9)
   b. The student comprehends selections using a variety of strategies (LA TEKS 4.10)
   c. The student expresses, responds, and analyzes the various types of texts (ELA TEKS 4.11 and 4.12 adapted)
2. Lesson Content
   a. Language Arts: Fiction (p. 89)
      Stories: Robin Hood
   b. Sayings and Phrases (p. 90)
      1. As the crow flies
3. Skill Objective(s)
   a. The student will identify how language use such as labels and saying reflects regions and cultures. (ELA TEKS 4.4 C)
   b. The student will draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple – meaning words. (ELA TEKS 4.9 B)
   c. The student will use his/her own knowledge and experience and the text’s structure or progression of ideas such as cause and effect of chronology to locate and recall information in order to comprehend. (ELA TEKS 4.10 A, E adapted)

B. Materials
1. A copy of Robin Hood for each student
2. Student folder
3. Appendix H – 1 vocabulary
4. Appendix H – 2 comprehension questions p. 1
5. Appendix H – 3 Core Knowledge Sayings and Phrases
6. Appendix H – 4 Crossword puzzle vocabulary review p. 1
Appendix H – 5 Crossword puzzle vocabulary review p. 2

C. **Key Vocabulary**

1. **flourished** – a dramatic gesture, a sweeping motion
2. **drubbing** – beating with a stick or club
3. **tattered** – torn, ragged clothes
4. **amnesty** – a pardon or forgiveness for acts against a government
5. **uncouth** – clumsy, rough in manners, speech, etc.

D. **Procedures/Activities**

1. The teacher will hand out Appendix H – 1 to introduce the vocabulary in Chapters 10 and 11 of *Robin Hood*. The teacher will conduct a whole - group lesson to build new vocabulary. The teacher will introduce the vocabulary words and with the students read the first sentence. Have a student volunteer to use the context clues in the sentence to determine the meaning of the word. Once a student has come up with a feasible definition, the teacher will write the definition on the board. The students will copy the definition to the Appendix. Follow this procedure for each vocabulary word. These should be added this to their folders.

2. The teacher needs to determine if he/she will read this novel aloud or whether students will read this novel as a class. If the students are to read the novel aloud, the teacher might interject and paraphrase what has been read to insure student comprehension. The teacher might also decide to read the ballads at the beginning of each chapter, as the language might be difficult for the students.

3. The teacher and the students will read Chapters 10 - 11, pages 116 – 139.

4. After reading Chapters 10 and 11 with/to the students, the teacher will pass out Appendix H -2 with the comprehension questions. The teacher could have the students respond orally, individually, or with partners. After assessment, these should be added this to their folders.

5. The teacher will incorporate some of the Core Knowledge Sayings and Phrases.. He/she will distribute Appendix H – 3 to each student. The teacher will read each saying and allow time for the students to write what they think it means to them. The teacher will then call on student volunteers to share their responses. The teacher will write the actual meanings on the board. The students will copy them to their papers. The students will then find the situations in Chapters 10 and 11 on the corresponding page and write in his/her own words how it relates. After assessment, these should be added this to their folders.

6. The teacher will distribute Appendices H –4 and H – 5 to the students. This will be a review for the vocabulary that the students have encountered so far in the novel. Students may use the words and definitions kept in their folders and their books to complete the review. The teacher will allow time for the students, either individually or with partners, to complete the page. These should be added to the student folders after assessment.

E. **Assessment/Evaluation**

1. The teacher will check for following directions on Appendix H – 1, definitions.
2. The teacher will use a grading scale of 100%, or the teacher may observe participation in the discussion of the questions on Appendix H– 2.
3. The teacher will monitor the students’ understanding of the Sayings and Phrases by reviewing student responses for Appendix H – 3 and using the Checklist for each student on Appendix O – 6.
4. The teacher will monitor student understanding of Appendix H – 4 and H - 5 by observing individual student participation. Taking a daily grade will be up to the
discretion of the teacher by using a grading scale of 100%. There are 20 vocabulary words worth 5 pts. each.

Lesson Nine: Chapter 12 (1 day, approximately 1 hour)

A. Daily Objectives

1. Concept Objective(s)
   a. The student develops an extensive vocabulary through reading (ELA TEKS 4.9)
   b. The student comprehends selections using a variety of strategies (ELA TEKS 4.10)
   c. The student expresses, responds, and analyzes the various types of texts (ELA TEKS 4.11 and 4.12 adapted)

2. Lesson Content
   a. Language Arts: Fiction (p. 89)
      Stories: Robin Hood
   b. Sayings and Phrases (p. 90)
      1. Haste makes waste

3. Skill Objective(s)
   a. The student will identify how language use such as labels and saying reflects regions and cultures. (ELA TEKS 4.4 C)
   b. The student will draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple – meaning words. (ELA TEKS 4.9 B)
   c. The student will use his/her own knowledge and experience and the text’s structure or progression of ideas such as cause and effect of chronology to locate and recall information in order to comprehend. (ELA TEKS 4.10 A, E adapted)
   d. The student will represent text information in different ways such as in outline, timeline, or graphic organizer to answer different types and levels of questions. (ELA TEKS 4.10 K, L adapted)

B. Materials

1. A copy of Robin Hood for each student
2. Student folder
3. Appendix I – 1 vocabulary
4. Appendix I – 2 comprehension questions p. 1
5. Appendix I – 3 comprehension questions p. 2
6. Appendix I – 4 Core Knowledge Sayings and Phrases
7. Appendix I – 5 sequencing page

C. Key Vocabulary

1. tiers – rows of seats, set one above another
2. respective – one for each separately
3. jeopardy – great danger or risk
4. tumult – loud noise or uproar, as from a crowd
5. beckoned – to call closer with a motion of the head or hand

D. Procedures/Activities

1. The teacher will hand out Appendix I– 1 to introduce the vocabulary in Chapter 12 Robin Hood. The teacher will conduct a whole - group lesson to build new vocabulary. The teacher will introduce the vocabulary words and with the students read the first sentence. Have a student volunteer to use the context clues in the sentence to determine the meaning of the word. Once a student has come up with a feasible definition, the teacher will write the definition on the board. The students will copy the definition to the Appendix.
Follow this procedure for each vocabulary word. These should be added this to their folders.

2. The teacher needs to determine if he/she will read this novel aloud or whether students will read this novel as a class. If the students are to read the novel aloud, the teacher might interject and paraphrase what has been read to insure student comprehension. The teacher might also decide to read the ballads at the beginning of each chapter, as the language might be difficult for the students.

3. The teacher and the students will read Chapter 12, pages 140 - 160

4. After reading Chapter 12 with/to the students, the teacher will pass out Appendices I – 2 and I – 3 with the comprehension questions. The teacher could have the students respond orally, individually, or with partners. After assessment, these should be added this to their folders.

5. The teacher will incorporate some of the Core Knowledge Sayings and Phrases. He/she will distribute Appendix I – 4 to each student. The teacher will read each saying and allow time for the students to write what they think it means to them. The teacher will then call on student volunteers to share their responses. The teacher will write the actual meanings on the board. The students will copy them to their papers. The students will then find the situations in Chapter 12 on the corresponding page and write in his/her own words how it relates. After assessment, these should be added this to their folders.

6. The teacher will pass out Appendix I – 5 to the students. The teacher will read the directions and allow time for the students to complete the activity. After assessment, these will be added to the student folder.

E. Assessment/Evaluation

1. The teacher will check for following directions on Appendix I – 1, definitions.

2. The teacher will use a grading scale of 100%, or the teacher may observe participation in the discussion of the questions on Appendices I - 2 and I - 3.

3. The teacher will monitor the students’ understanding of the Sayings and Phrases by reviewing student responses for Appendix I – 4 and using the Checklist for each student on Appendix.

4. The teacher will monitor student understanding of Appendix I – 5 by observing individual student participation. Taking a daily grade will be up to the discretion of the teacher by using a grading scale of 100%. There are 5 answers worth 20 pts. each.

Lesson Ten: Chapters 13 and 14 (1 day, approximately 1 hour)

A Daily Objectives

1. Concept Objective(s)
   a. The student develops an extensive vocabulary through reading (ELA TEKS 4.9)
   b. The student comprehends selections using a variety of strategies (ELA TEKS 4.10)
   c. The student expresses, responds, and analyzes the various types of texts (ELA TEKS 4.11 and 4.12 adapted)

2. Lesson Content
   a. Language Arts: Fiction (p. 89)
      Stories: Robin Hood
   b. Sayings and Phrases (p. 90)
      1. Go to pot

3. Skill Objective(s)
a. The student will identify how language use such as labels and saying reflects regions and cultures. (ELA TEKS 4.4 C)
b. The student will draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple – meaning words. (ELA TEKS 4.9 B)
c. The student will analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo. (ELA TEKS 4.12 H)
d. The student will offer observations, make connections, react, interpret, and raise questions in response to texts. (ELA TEKS 4.11 A)
e. The student will connect, compare, contrast, and interpret text ideas, themes, and issues through such varied means as writing, discussion, and media. (ELA TEKS 4.11 B, D)

B. Materials
1. A copy of Robin Hood for each student
2. Student folder
3. Appendix J – 1 vocabulary
4. Appendix J – 2 comprehension questions p. 1
5. Appendix J – 3 comprehension questions p. 2
6. Appendix J – 4 Core Knowledge Sayings and Phrases p. 1
7. Students’ character booklets
8. Crayons or colored pencils

C. Key Vocabulary
1. commission – having the right to perform a duty
2. quench – to put out or satisfy
3. fray – a noisy quarrel or fight
4. antagonist – a person who opposes, fights, or competes with another
5. verily – in fact, truly

D. Procedures/Activities
1. The teacher will hand out Appendix J– 1 to introduce the vocabulary in Chapters 13 and 14 of Robin Hood. The teacher will conduct a whole - group lesson to build new vocabulary. The teacher will introduce the vocabulary words and with the students read the first sentence. Have a student volunteer to use the context clues in the sentence to determine the meaning of the word. Once a student has come up with a feasible definition, the teacher will write the definition on the board. The students will copy the definition to the Appendix. Follow this procedure for each vocabulary word.
2. The teacher needs to determine if he/she will read this novel aloud or whether students will read this novel as a class. If the students are to read the novel aloud, the teacher might interject and paraphrase what has been read to insure student comprehension. The teacher might also decide to read the ballads at the beginning of each chapter, as the language might be difficult for the students.
3. The teacher and the students will read Chapters 13 and 14, pages 161 – 191.
4. After reading Chapters 13 and 14 with/to the students, the teacher will pass out Appendices J – 2 and J – 3 with the comprehension questions. The teacher could have the students respond orally, individually, or with partners. After assessment, these should be added this to their folders.
5. The teacher will incorporate some of the Core Knowledge Sayings and Phrases. He/she will distribute Appendix J – 4 to each student. The teacher will read each
saying and allow time for the students to write what they think it means to them. The teacher will then call on student volunteers to share their responses. The teacher will write the actual meanings on the board. The students will copy them to their papers. The students will then find the situations in Chapters 13 and 14 on the corresponding page and write in his/her own words how it relates. After assessment, these should be added this to their folders.

6. The teacher will hand out the character booklets the students have worked on so far. Tell the students they will add more characters to their booklets. The students will add Allan-a-Dale, Bishop of Hereford, Guy of Gisborne, Maid Marian, Queen Eleanor, King Henry, and Middle the Tinker. Allow time for the students to complete this activity. The students may refer back to their books for descriptions and traits. Upon completion, the teacher will collect the books for later use.

E. Assessment/Evaluation

1. The teacher will check for following directions on Appendix J – 1, definitions.
2. The teacher will use a grading scale of 100%, or the teacher may observe participation in the discussion of the questions on Appendices J -2 and J - 3.
3. The teacher will monitor the students’ understanding of the Sayings and Phrases by reviewing student responses for Appendix J – 4 and using the Checklist for each student on Appendix O – 6.
4. The teacher will monitor and observe student understanding of the character booklets. Taking a daily grade will be up to the discretion of the teacher after the completion of the project using Appendix F – 6.

Lesson Eleven: Chapters 15, 16, and 17 (2 days, approximately 1 hour each class)

A. Daily Objectives

1. Concept Objective(s)
   a. The student develops an extensive vocabulary through reading (LA TEKS 4.9)
   b. The student comprehends selections using a variety of strategies (LA TEKS 4.10)
   c. The student expresses, responds, and analyzes the various types of texts (ELA TEKS 4.11 and 4.12 adapted)

2. Lesson Content
   a. Language Arts: Fiction (p. 89)
      Stories: Robin Hood
   b. Sayings and Phrases (p. 90)
      1. Blow hot and cold
      2. Don’t put all your eggs in one basket

3. Skill Objective(s)
   a. The student will identify how language use such as labels and saying reflects regions and cultures. (ELA TEKS 4.4 C)
   b. The student will draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple – meaning words. (ELA TEKS 4.9 B)
   c. The student will analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo. (ELA TEKS 4.12 H)

B. Materials

1. A copy of Robin Hood for each student
2. Student folder
3 Appendix K – 1 vocabulary
Appendix K – 2 comprehension questions p. 1
Appendix K – 3 comprehension question p. 2
Appendix K – 4 Core Knowledge Sayings and Phrases
Appendix K – 5 Venn diagram
Appendix K – 6 diamante poem directions
Appendix K – 7 poem form
several sheets of notebook paper

C. Key Vocabulary
1. cantering – riding at an easy gallop
2. tidings – news, information
3. gallowstree - a wooden framework with a rope b which people are hanged as a punishment
4. knave – a dishonest, or tricky person
5. rally – to come, in order to help
6. diamante – a structured poem using opposites

D. Procedures/Activities
1. The teacher will hand out Appendix K – 1 to introduce the vocabulary in Chapters 13 and 14 of Robin Hood. The teacher will conduct a whole - group lesson to build new vocabulary. The teacher will introduce the vocabulary words and with the students read the first sentence. Have a student volunteer to use the context clues in the sentence to determine the meaning of the word. Once a student has come up with a feasible definition, the teacher will write the definition on the board. The students will copy the definition to the Appendix. Follow this procedure for each vocabulary word.

2. The teacher needs to determine if he/she will read this novel aloud or whether students will read this novel as a class. If the students are to read the novel aloud, the teacher might interject and paraphrase what has been read to insure student comprehension. The teacher might also decide to read the ballads at the beginning of each chapter, as the language might be difficult for the students.

3. The teacher and the students will read Chapters 15, 16, and 17 pages 192 – 225.

4. After reading Chapters 15, 16, and 17 with/to the students, the teacher will pass Appendices K – 2 and K – 3 with the comprehension questions. The teacher could have the students respond orally, individually, or with partners. After assessment, these should be added this to their folders.

5. The teacher will incorporate some of the Core Knowledge Sayings and Phrases. He/she will distribute Appendix K – 4 to each student. The teacher will read each saying and allow time for the students to write what they think it means to them. The teacher will then call on student volunteers to share their responses. The teacher will write the actual meanings on the board. The students will copy them to their papers. The students will then find the situations in Chapters 15, 16 and 17 on the corresponding page and write in his/her own words how it relates. After assessment, these should be added this to their folders.

6. The teacher will distribute Appendix K – 5 to the students. The teacher will read the directions to the class. She/he may determine if this activity will be done in a whole class, partner, or individual situation. She/he will review what character traits are to the class. The teacher will monitor and allow adequate time for the Appendix to be completed. The teacher will collect the worksheets to be used for the project for the following day.
Day Two
7. The teacher will hand back Appendix K – 5 to the students. She/he will also pass out Appendices K – 6 and K – 7. The teacher will explain to the class that today they will use the character traits they wrote and apply them to creating a diamante poem comparing Robin and the Sheriff. The teacher will monitor and guide students during this process. Taking a daily grade will be up to the discretion of the teacher after the completion of the project. After assessment, the poems should be added to the student folders.

E. Assessment/Evaluation
1. The teacher will check for following directions on Appendix K – 1, definitions.
2. The teacher will use a grading scale of 100%, or the teacher may observe participation in the discussion of the questions on Appendices K -2 and K - 3.
3. The teacher will monitor the students’ understanding of the Sayings and Phrases by reviewing student responses for Appendix K – 4 and using the Checklist for each student on Appendix O – 6.
4. The teacher will observe understanding by the students through participation of the activity. The Appendix K - 5 will be added to the students’ folders.
5. The teacher will observe understanding by the students through participation of the activity. The Appendices K – 6 and K - 7 will be added to the students’ folders.

Lesson Twelve: Chapters 18 and 19 (1 day, approximately 1 hour)
A. Daily Objectives
1. Concept Objective(s)
   a. The student develops an extensive vocabulary through reading (LA TEKS 4.9)
   b. The student comprehends selections using a variety of strategies (LA TEKS 4.10)
   c. The student expresses, responds, and analyzes the various types of texts (ELA TEKS 4.11 and 4.12 adapted)
2. Lesson Content
   a. Language Arts: Fiction (p. 89)
      Stories: Robin Hood
   b. Sayings and Phrases (p. 90)
      1. Half a loaf is better than none
3. Skill Objective(s)
   a. The student will identify how language use such as labels and saying reflects regions and cultures. (ELA TEKS 4.4 C)
   b. The student will draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple – meaning words. (ELA TEKS 4.9 B)
   c. The student will analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo. (ELA TEKS 4.12 H)
   d. The student will connect, compare, contrast, and interpret text ideas, themes, and issues through such varied means as writing, discussion, and media. (ELA TEKS 4.11 B,D)

B. Materials
1. A copy of Robin Hood for each student
2. Student folder
3. Appendix L – 1 vocabulary
4. Appendix L – 2 comprehension questions p. 1
Appendix L – 3 comprehension questions p. 2
Appendix L – 4 Core Knowledge Sayings and Phrases p. 1
Character booklets
Crayons or colored pencils

C. Key Vocabulary
1. siege - surrounding a city or fort by enemies in order to capture it.
2. cavalcade – a parade of people on horseback
3. perceive – to become aware of through one of the senses
4. sally – to start out, as on a trip
5. begrudge – to give without wanting to, to complain while giving

D. Procedures/Activities
1. The teacher will hand out Appendix L– 1 to introduce the vocabulary in Chapters 18 and 19 of Robin Hood. The teacher will conduct a whole - group lesson to build new vocabulary. The teacher will introduce the vocabulary words and with the students read the first sentence. Have a student volunteer to use the context clues in the sentence to determine the meaning of the word. Once a student has come up with a feasible definition, the teacher will write the definition on the board. The students will copy the definition to the Appendix. Follow this procedure for each vocabulary word.

2. The teacher needs to determine if he/she will read this novel aloud or whether students will read this novel as a class. If the students are to read the novel aloud, the teacher might interject and paraphrase what has been read to insure student comprehension. The teacher might also decide to read the ballads at the beginning of each chapter, as the language might be difficult for the students.

3. The teacher and the students will read Chapters 18 and 19, pages 226 – 250.
4. After reading Chapters 18 and 19 with/to the students, the teacher will pass out Appendices L – 2 and L – 3 with the comprehension questions. The teacher could have the students respond orally, individually, or with partners. After assessment, these should be added this to their folders.

5. The teacher will incorporate some of the Core Knowledge Sayings and Phrases... He/she will distribute Appendix L – 4 to each student. The teacher will read each saying and allow time for the students to write what they think it means to them. The teacher will then call on student volunteers to share their responses. The teacher will write the actual meanings on the board. The students will copy them to their papers. The students will then find the situations in Chapters 18 and 19 on the corresponding page and write in his/her own words how it relates. After assessment, these should be added this to their folders.

6. The teacher will hand out the character booklets the students have worked on so far. Tell the students they will add more characters to their booklets. The student will add the last character, that of King Richard. Allow time for the students to complete this activity. The students may refer back to their books for descriptions and traits. Upon completion, the teacher will collect the books for assessment.

E. Assessment/Evaluation
1. The teacher will check for following directions on Appendix L – 1, definitions.
2. The teacher will use a grading scale of 100%, or the teacher may observe participation in the discussion of the questions on Appendices L – 2 and L – 3.
3. The teacher will monitor the students’ understanding of the Sayings and Phrases by reviewing student responses for Appendix L – 4 and using the Checklist for each student on Appendix O – 6.
4. The teacher will monitor and observe student understanding of the character booklets. Taking a daily grade will be up to the discretion of the teacher after the completion of the project using Appendix F – 6.

Lesson Thirteen: Chapters 20 and 21 (2 days, approximately 1 hour each class)

A. Daily Objectives

1. Concept Objective(s)
   a. The student develops an extensive vocabulary through reading (LA TEKS 4.9)
   b. The student comprehends selections using a variety of strategies (LA TEKS 4.10)
   c. The student expresses, responds, and analyzes the various types of texts (ELA TEKS 4.11 and 4.12 adapted)

2. Lesson Content
   a. Language Arts: Fiction (p. 89)
      Stories: Robin Hood

3. Skill Objective(s)
   a. The student will draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple – meaning words. (ELA TEKS 4.9 B)
   b. The student will use his/her own knowledge and experience and the text’s structure or progression of ideas such as cause and effect of chronology to locate and recall information
   c. The student will represent text information in different ways such as in outline, timeline, or graphic organizer to answer different types and levels of questions. (ELA TEKS 4.10 K, L adapted)

B. Materials

1. A copy of Robin Hood for each student
2. Student folder
3. Appendix M – 1 vocabulary
4. Appendix M – 2 comprehension questions p. 1
5. Appendix M – 3 comprehension questions p. 2
6. Appendix M – 4 wedding invitation instructions
7. Appendix M – 5 wedding invitation template
8. Appendix M – 6 Robin’s epitaph

C. Key Vocabulary

1. zeal – eager feeling, enthusiasm
2. stench – a very bad smell
3. plague – a deadly disease that spreads rapidly
4. taunt – to make fun of, tease
5. reeled – to sway or stagger, spin

D. Procedures/Activities

1. The teacher will hand out Appendix M– 1 to introduce the vocabulary in Chapters 20 and 21 of Robin Hood. The teacher will conduct a whole - group lesson to build new vocabulary. The teacher will introduce the vocabulary words and with the students read the first sentence. Have a student volunteer to use the context clues in the sentence to determine the meaning of the word. Once a student has come up with a feasible definition, the teacher will write the definition on the board. The students will copy the definition to the Appendix. Follow this procedure for each vocabulary word.

2. The teacher needs to determine if he/she will read this novel aloud or whether students will read this novel as a class. If the students are to read the
novel aloud, the teacher might interject and paraphrase what has been read to ensure student comprehension. The teacher might also decide to read the ballads at the beginning of each chapter, as the language might be difficult for the students.

3. The teacher and the students will read Chapters 20 and 21, pages 251 - 269. After reading Chapters 20 and 21 with/to the students, the teacher will pass out Appendices M – 2 and M – 3 with the comprehension questions. The teacher could have the students respond orally, individually, or with partners. After assessment, these should be added this to their folders.

**Day Two**

5. The teacher will hand out Appendices M – 4 and M – 5 to the students. The teacher and the students will read the instructions together. The students are to correctly fill – in the information and create a wedding invitation for Robin and Marian’s wedding. Information can be found in Chapter 20. The teacher will allow time for the children to complete the activity. These are to be added to the student folders.

6. The teacher will hand out Appendix M – 6 and read the instructions for the activity. An epitaph is given at the end of the book. The children are to create one of their own. It does not have to rhyme, but should contain the achievements or character qualities of Robin. The teacher will monitor student participation and allow time to complete the assignment.

**E Assessment/Evaluation**

1. The teacher will check for following directions on Appendix M – 1, definitions.

2. The teacher will use a grading scale of 100%, or the teacher may observe participation in the discussion of the questions on Appendices M -2 and M - 3.

3. The teacher will observe understanding by the students through participation of the activity. The Appendices M – 4 and M - 5 will be added to the students’ folders after assessment. Taking a daily grade will be up to the discretion of the teacher after the completion of the project.

4. The teacher will observe understanding by the students through participation of the activity. The Appendices M – 6 will be added to the students’ folders. Taking a daily grade will be up to the discretion of the teacher after the completion of the project.

**Lesson Fourteen: Open book test over the entire book (1 day)**

**A. Daily Objectives**

1. **Concept Objective(s)**
   a. The student develops an extensive vocabulary through reading (LA TEKS 4.9)
   b. The student comprehends selections using a variety of strategies (LA TEKS 4.10)
   c. The student expresses, responds, and analyzes the various types of texts (ELA TEKS 4.11 and 4.12 adapted)

2. **Lesson Content**
   a. Language Arts: Fiction (p. 89)
      **Stories: Robin Hood**

3. **Skill Objective(s)**
   a. The student will draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple – meaning words. (ELA TEKS 4.9 B)
b. The student will use his/her own knowledge and experience and the text’s structure or progression of ideas such as cause and effect of chronology to locate and recall information

B. Materials
1. A copy of Robin Hood for each student
2. Student folder
3. Appendix N – 1 Open book test page 1
4. Appendix N – 2 Open book test page 2

C. Key Vocabulary
Vocabulary for the test will be taken from the book as well as the definition pages found in the student folders.

D. Procedures/Activities
1. The teacher will hand out Appendices N – 1 and N – 2 to the students. The teacher will read the directions to the class explaining that the students may use the book and vocabulary worksheets found in their folders for the test. The teacher will ask if there are any questions. The teacher will walk around the room and monitor the students as they answer the questions. The teacher will pick up the tests upon completion.

E. Assessment/Evaluation
1. The teacher will grade the students’ test using a grading scale of 100%. There are fifty questions with each question worth 2 points apiece.
2. The teacher will also take a grade using Appendix O – 6 over Sayings and Phases.

VI. CULMINATING ACTIVITY (Optional)
a. The teacher could separate the students into groups who could act out favorite scenes from the text.
b. The students could write a play based on the text to present to other classes.
c. The students could view the 1938 film The Adventures of Robin Hood starring Errol Flynn and Olivia de Havilland and/or view and compare with the animated film Robin Hood (Disney Gold Classic Collection – 1973) both available at www.amazon.com
d. The students could listen to Medieval Music from Adam de la Halles’ CD Jeu de Robin et Marion available at www.amazon.com
e. The teacher could designate a “Green Day” where the class wears green clothing in honor of Robin and his Merry Men. The students could enjoy a picnic with foods that Robin and his men might have enjoyed in the forest (i.e. chicken wings or nuggets, small ribs, breads, fruits, cheeses, apple juice, etc.).
f. The students could make life – size characters by tracing each other lying down on butcher paper and “dressing “ them with descriptions from the book and information from the Medieval time period. These could be hung in the hallways for everyone to enjoy.
g. The teacher could purchase a variety of versions of Robin Hood books for the classroom. (scour www.eBay.com for affordable used prices). Have a Robin Hood read – in day.

VI. HANDOUTS/WORKSHEETS
A. Appendix A – 1 map of Europe
Appendix A – 2 map of United Kingdom
Appendix A – 3 Robin’s Code of Chivalry
Appendix A – 4 Review of Medieval Feudal System
Appendix A – 5 Review of the Church’s Hierarchy
Appendix A – 6 Cover for each student’s folder

B. Appendix B – 1 Ballads
Appendix B – 2 Examples of Ballads
Appendix B – 3 Let’s Write a Class Ballad

C. Appendix C – 1 vocabulary
Appendix C – 2 comprehension
Appendix C – 3 Wanted Poster directions
Appendix C – 4 Wanted Poster
Appendix C – 5 Core Knowledge Sayings and Phrases p. 1
Appendix C – 6 Core Knowledge Sayings and Phrases p. 2

D. Appendix D – 1 vocabulary
Appendix D – 2 comprehension questions p. 1
Appendix D – 3 comprehension questions p. 2
Appendix D – 4 Core Knowledge Sayings and Phrases
Appendix D – 5 organizer

E. Appendix E – 1 vocabulary
Appendix E – 2 comprehension questions
Appendix E – 3 Core Knowledge Sayings and Phrases
Appendix E – 4 puzzle

F. Appendix F – 1 vocabulary
Appendix F – 2 comprehension questions p. 1
Appendix F – 3 comprehension questions p. 2
Appendix F – 4 Core Knowledge Sayings and Phrases p. 1
Appendix F – 5 Core Knowledge Sayings and Phrases p. 2
Appendix F – 6 Character booklet directions and rubric

G. Appendix G – 1 vocabulary
Appendix G – 2 comprehension questions p. 1
Appendix G – 3 comprehension questions p. 2
Appendix G – 4 Core Knowledge Sayings and Phrases
Appendix G – 5 sequence

H. Appendix H – 1 vocabulary
Appendix H – 2 comprehension questions p. 1
Appendix H – 3 Core Knowledge Sayings and Phrases
Appendix H – 4 Crossword puzzle vocabulary review p. 1
Appendix H – 5 Crossword puzzle vocabulary review p. 2

I. Appendix I – 1 vocabulary
Appendix I – 2 comprehension questions p. 1
Appendix I – 3 comprehension questions p. 2
Appendix I – 4 Core Knowledge Sayings and Phrases
Appendix I – 5 sequencing page

J. Appendix J – 1 vocabulary
Appendix J – 2 comprehension questions p. 1
Appendix J – 3 comprehension questions p. 2
Appendix J – 4 Core Knowledge Sayings and Phrases p. 1

K. Appendix K – 1 vocabulary
Appendix K – 2 comprehension questions p. 1
Appendix K – 3 comprehension question p. 2
Appendix K – 4 Core Knowledge Sayings and Phrases
Appendix K – 5 Venn diagram
Appendix K – 6 diamante poem directions
Appendix K – 7 poem form
L. Appendix L – 1 vocabulary
Appendix L – 2 comprehension questions p. 1
Appendix L – 3 comprehension questions p. 2
Appendix L – 4 Core Knowledge Sayings and Phrases p. 1
M. Appendix M – 1 vocabulary
Appendix M – 2 comprehension questions p. 1
Appendix M – 3 comprehension questions p. 2
Appendix M – 4 wedding invitation instructions
Appendix M – 5 wedding invitation template
Appendix M – 6 Robin’s epitaph
N. Appendix N – 1 Open book test page 1
Appendix N – 2 Open book test page 2

VII. BIBLIOGRAPHY
I. Discovery Channel School, Puzzlemaker (on-line) http://puzzlemaker.school.discover
J. Enchanted Learning (on – line) http://EnchantedLearning.com
In London, at Westminster Abbey, in December of 1154, King Henry II was crowned. He was the great grandson of William the Conqueror. Henry II was one of the more important Norman kings. He instituted a circuit court system, grand jury, and trial by jury. Eleanor of Aquitaine was one of the greatest female rulers in history. In 1137, she married King Louis VI of France. Their marriage was eventually annulled. In 1154, she married King Henry II. When the lands that they held were united, they yielded a vast Empire that stretched from Scotland to Spain.

Their son, Richard, was crowned king in 1189 after Henry’s death. It appears that he wasn’t very interested in being king. In his ten years as the ruler he only spent a few months in England. It is also doubtful he could actually speak the English language.

The tales of Robin Hood are traditionally set during the reign of King Richard the Lionheart during the 12th and/or 13th centuries. The connection between the two has Robin Hood defending his loyalty to King Richard.

On the above map:

1. Color the area held by King Henry II and Queen Eleanor red.

2. Color the area held by King Louis I of France purple

3. Color the water blue and the rest of Europe yellow.
At the time of the Norman invasion in 1066, Nottinghamshire was part of the Saxon kingdom of Mercia. A third of the county was covered by forest. There was approximately 6,000 people in 300 hundred villages. The feudal system had been used in France by the Normans from the time they first settled there in about 900 AD.

William the Conqueror divided up England into very large plots of land, similar to our counties today. This Feudal System helped him in governing the country. On the map, locate and color the following counties that the story of Robin Hood will mention:
1. Nottinghamshire - orange
2. Derbyshire - yellow
3. Lincolnshire - green
4. Herefordshire – red
5. Gloucestershire - pink
Appendix A – 4

Review of the Feudal System
The word Feudal comes from the Latin word ‘fief’. ‘Fief’ means estate. The feudal system was a government. The feudal system was like a pyramid. During the Middle Ages, feudalism was the law of the land. It was the basis by which the upper nobility class maintained control over the lower classes. This structure remained for so long because of the great size of the land the kings had under their control. There was no way for a king to govern all the land effectively. As a solution, he formed a sort of contract with his underlings.

Directions: Below is a diagram of the feudal system. Below in the boxes are the requisites for each level. Cut and correctly paste the jobs under each level.

<table>
<thead>
<tr>
<th>Owned all the land</th>
<th>provided knights defend the country</th>
<th>Provided free labor</th>
<th>Provided knights to the king</th>
<th>Titles were handed down to sons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obey the king and pay taxes</td>
<td>Gave their land to the peasants</td>
<td>Had no rights</td>
<td>Grew food, raised animals</td>
<td>complete control over feudal system</td>
</tr>
<tr>
<td>Gave land to the knights</td>
<td>Known as Lord of the Manor</td>
<td>Were very poor</td>
<td>Provided serfs with laws</td>
<td>Gave parcels of land to the serfs</td>
</tr>
</tbody>
</table>
Appendix A – 5

Review of the Hierarchy of the Church

The influence of the church through clergy extended to every part of Medieval life. There were many different kinds of clergymen during the Medieval Ages and each one had his own duties and power. Many people entered the clergy to find spiritual peace, but many also entered to gain power and wealth. The clergy were the only literate class during this period.

Directions: Below is a diagram of the Hierarchy of the Church. Match the responsibility of each next to the correct clergy.

Pope

A. The religious leader of a parish and performs baptisms, weddings, and burials.

Archbishop

B. His title means Father” and lives in Rome.

Bishops

C. Clergy who lived in monasteries, pray regularly, and had special work to do each day.

Village Priests

D. They were wealthy, could own castles, and could tax people.

Monks

E. Appointed to be the authority over an important district of the church.
Appendix A - 6
People of the Middle Ages loved to listen to poetry and legends. Guests in castles were entertained by storytellers and poets. Since very few people could read, these wandering troubadours, as they were known, were very popular. A wealthy noble usually had one or more minstrels, poets, or jesters as part of his household.

The troubadour would accompany himself on the lute, violin, harp, or other musical instrument. They sang songs of love, knightly deeds, battles, and tales of heroes. By singing them over and over again, minstrels helped preserve these ballads.

**Characteristics of Ballads**

- Ballads tell a story in a rhyming verse
- They often have verses of four lines
- They usually have a rhyming pattern:
  - Abac, or aabb, or abab, or abcb
- Ballads contain dialogue
- Repetition can also be found, a short phrase or verse
- They are usually written about an event in history:
  - people, legends, love, death, war...
- Ballads are fairly long
Appendix B – 3

Let’s Write a Class Ballad

Remember, a ballad is simply a story where the end word of every other sentence rhymes. Let’s write a ballad that tells about the students in our class. You are to write just a four – line stanza about YOU. We’ll put all the stanzas together to form the ballad.

Step 1:
Choose something about you:
It can be about your family or one of your favorite activities.

Step 2:
The rhyme scheme will be:
A
B
A
B

Step 3:
Think of words you would like to use in your stanza that rhyme:
____________________________ rhymes with __________________________
____________________________ rhymes with __________________________
____________________________ rhymes with __________________________
____________________________ rhymes with __________________________
____________________________ rhymes with __________________________
____________________________ rhymes with __________________________

Step 4:
Write your four – line stanza below: (make sure to include your name!)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix B – 2

Examples of Ballads

Old Mother Goose

Old Mother Goose,
When she wanted to wander,
Would ride through the air
On a very fine gander.

Mother Goose had a house,
’Twas built in a wood,
Where an owl at the door
For sentinel stood,

She had a son Jack,
A plain – looking lad,
He was not very good,
Nor yet very bad.

She sent him to market,
A live goose he bought;
See, mother, says he,
I have not been for nought.

Jack’s goose and her gander
Grew very fond;
They’d both eat together,
Or swim in the pond.

Jack found on fine morning,
As I have been told,
His goose had laid him
An egg of pure gold.

Jack ran to his mother
The news for to tell,
She called him a good boy,
And said it was well.

There Were Three Jovial
Welshmen (Adapted)

There were three jovial Welshmen,
As I have heard them say,
And they would go a - hunting
Upon St. David’s day.

All the day they hunted,
And nothing could they find,
But a ship a – sailing,
A – sailing with the wind.

One said it was a ship,
The other he said nay;
The third said it was a house,
With the chimney blown away.

And all the night they hunted,
And nothing could they find
But the moon a – gliding,
A – gliding with the wind.

One said it was the moon;
The other he said nay;
The third said it was a cheese,
And half of it cut away.

And all the day they hunted,
And nothing could they find
But an owl in a holly – tree,
And that they left behind.

One said it was an owl;
The other he said nay;
The third said ‘twas an old man
And his beard growing gray.
Appendix C – 1

Vocabulary for Chapter 1

<table>
<thead>
<tr>
<th>preserve</th>
<th>whittle</th>
<th>pewter</th>
<th>mockery</th>
<th>bestow</th>
</tr>
</thead>
</table>

**Sentences**

1. Sherwood Forest was a royal hunting *preserve* to protect the king’s deer.

   *preserve* - _______________________________

2. Robin liked to *whittle* a small branch into a true arrow.

   *whittle* - _______________________________

3. Robin’s Uncle Gamewell handed him a pewter mug of ale.

   *pewter* - _______________________________

4. The crowd shouted *mockery* at Robin, thinking that he, a poor beggar, could not shoot a straight arrow.

   *mockery* - _______________________________

5. The Sheriff will *bestow* a prize to the winner of the contest.

   *bestow* - _______________________________
Appendix C – 2

Comprehension Questions for Chapter 1

1. How was Hugh Fitzooth robbed of his rightful title?

_____________________________________________________________________
_____________________________________________________________________

2. How did Rob lose both his mother and father?

_____________________________________________________________________

3. Rob’s father had three enemies. Who were they?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

4. Who took care of Rob after his parents’ death?

_____________________________________________________________________

5. What were the 2 reasons Rob headed for the Fair at Nottingham?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

6. What 2 wrongs did Rob commit to become an outlaw?

_____________________________________________________________________

7. Who was “Blinder”?

_____________________________________________________________________

8. What were the 3 reasons why the Sheriff was angry at Rob the Stroller?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

9. Who backed up Rob’s story about winning the tournament to the Foresters?

_____________________________________________________________________

10. How did Rob come to be called Robin Hood?

_____________________________________________________________________
_____________________________________________________________________
Appendix C –3

WANTED!
The Sheriff of Nottingham has posted a wanted poster for Robin. He hires you to be his scribe. Make a poster using the information from this chapter and the directions below. It will be posted throughout the countryside.

Directions:

1. Use the blank poster on the next page.
2. Draw a picture of Robert Fitzooth in the rectangle.
3. Be sure to include on the poster:
   a. His crime
   b. His name
   c. His hair color (refer to p. 13)
   d. His age (refer to pgs. 4-5)
   e. Where he was last seen
   f. What he was wearing at the time
   g. Any special skill(s) he has
4. Be sure to state how much the reward is for (p. 12)

Rubric for grading:
1. drawing        ___/15
2. criminal’s name        ___/5
3. criminal’s physical description  ___/10
4. criminal’s age        ___/10
5. clothing        ___/5
6. criminal’s skill(s)        ___/10
7. stated reward        ___/15
8. stated crime        ___/20
9. neatness/creativity on poster  ___/10

TOTAL:     /100
WANTED!

____________________
Name
Appendix C – 5

Sayings and Phrases for Chapter 1

1. Saying: *When it rains, it pours*
   What I think it means: ____________________________________________
   Actual meaning: ________________________________________________
   Find the example in *Robin Hood* on page 5
   ______________________________________________________________

2. Saying: *Laugh and the world laughs with you; weep and you weep alone.*
   What I think it means: __________________________________________
   Actual meaning: ________________________________________________
   Find the example in *Robin Hood* on page 5
   ______________________________________________________________

3. Saying: *Two wrongs don’t make a right*
   What I think it means: __________________________________________
   Actual meaning: ________________________________________________
   Find the example in *Robin Hood* on pages 9 – 10
   ______________________________________________________________

4. Saying: *Beauty is only skin deep*
   What I think it means: __________________________________________
   Actual meaning: ________________________________________________
   Find the example in *Robin Hood* on pages 15 – 17
   ______________________________________________________________
5. Saying: *Birds of a feather flock together*
   What I think it means: ______________________________________

   Actual meaning: __________________________________________

   Find the example in *Robin Hood* on page 21

   _________________________________________________________
## Appendix D – 1
### Vocabulary for Chapters 2 and 3

<table>
<thead>
<tr>
<th>quiver</th>
<th>bank</th>
<th>porridge</th>
<th>tarry</th>
<th>custom</th>
</tr>
</thead>
</table>

**Sentences**

1. Robin slung his *quiver* full of arrows over his shoulder.
   
   *quiver* - ______________________________

2. Robin stopped at the *bank* of the river before crossing it.
   
   *bank* - ______________________________

3. Robin and his men ate bowls of *porridge* for breakfast.
   
   *porridge* - ______________________________

4. Robin asked his men to *tarry* behind the trees just in case he needed them.
   
   *tarry* - ______________________________

5. It was the Sheriff’s *custom* to have the members of the guilds dine with him.
   
   *custom* - ______________________________
Appendix D – 2

Comprehension Questions for Chapter 2 and 3

1. Why didn’t the poor people fear Robin and his men?
   ____________________________________________________________

2. Why did both the stranger and Robin refuse to allow the other to pass?
   ____________________________________________________________

3. What does the author mean on p. 25 that “it was strength pitted against skill”? 
   ____________________________________________________________

4. Instead of taking revenge on the stranger, what does Robin do?
   ____________________________________________________________

5. What does Will Stutely christen the stranger and why?
   ____________________________________________________________

6. Why do the Sheriff’s men refuse to go after Robin’s men in the glade?
   ____________________________________________________________

7. Why does Robin take a risk to go to Nottingham?
   ____________________________________________________________

8. Why do the other butchers ask Robin to join their guild?
   ____________________________________________________________

9. Why does the Sheriff invite Robin to dine with him?
   ____________________________________________________________
10. Why is the Sheriff eager to buy Robin’s herd?

__________________________________________________________________
__________________________________________________________________

11. Why does Robin decide to spend the night?

__________________________________________________________________
__________________________________________________________________

12. What does Robin fear when he sees Little John?

__________________________________________________________________
## Sayings and Phrases for Chapter 2 and 3

1. Phrase: *Bury the hatchet*
   
   What I think it means: ________________________________
   
   Actual meaning: ________________________________
   
   Find the example in *Robin Hood* on page 28

2. Phrase: *Money burning a hole in your pocket*
   
   What I think it means: ________________________________
   
   Actual meaning: ________________________________
   
   Find the example in *Robin Hood* on page 38

---
Appendix D – 5

How Robin Met Little John

Robin was quite puzzled by the tall stranger he met by the stream. They both tried to cross the log footbridge. Use this puzzle organizer to record the important events that happened. Use your own words for each piece.

Use the ideas you wrote in each piece to write a short summary about the Chapter.

(who?) ______________________ wants ___________________________ but ______________________, so ______________________________.

_________________________________________________________________.
## Sentences

1. The archer missed the target to the **jeers** of the crowd.
   
   jeers - ________________________________

2. Little John was offered several strong and sturdy **staves** to fight in the joust with the stranger.
   
   staves- ________________________________

3. Little John **parried** with the stranger to block the blows with his staff.
   
   parried - ________________________________

4. The herd of deer was grazing in the **glade** of Sherwood Forrest.
   
   glade - ________________________________

5. The Sheriff was in such a good mood that a hearty **guffaw** was heard from him during the dinner.
   
   guffaw ________________________________
Appendix E – 2
Comprehension Questions for Chapters 4 and 5

1. Who was Eric of Lincoln and what kind of a person was he?

2. Why did the beggar trick Eric into thinking he was so clumsy at first?

3. Why was the crowd happy about the ending of the fight?

4. What was Little John’s real name?

5. Why did Little John and the cook stop fighting?

6. What did Little John and Much, the miller’s son take with them? Why?

7. Robin pretended to be afraid in the forest, who really was worried?

8. What was the trick Robin played on the Sheriff?

9. Describe the feast and the games held in the Sheriff’s honor.

10. What was the promise the Sheriff swore to keep?
Appendix E - 3

Sayings and Phrases for Chapters 4 and 5

1. Saying: *The bigger they are, the harder they fall*
   What I think it means: ____________________________________________
   
   Actual meaning: _________________________________________________
   
   Find the example in *Robin Hood* on page 46.
   
2. Phrase: *Bull in a china shop*
   What I think it means: ___________________________________________
   
   Actual meaning: _________________________________________________
   
   Find the example in *Robin Hood* on page 51 - 52
   
3. Saying: *Don’t count your chickens before they hatch*
   What I think it means: ___________________________________________
   
   Actual meaning: _________________________________________________
   
   Find the example in *Robin Hood* on pages 58
Appendix E – 4

A Surprise for the Sheriff of Nottingham

The Sheriff had a big surprise when Much, the miller’s son served him dinner. What was it? Use the clues to fill in the puzzle. Then read the letters in the darkened boxes to spell out the answer.

1. The name of Robin’s forest.
2. Leader of the Merry Men
3. Reynold Greenleaf’s new name
4. Another name for a heavy staff
5. The color Robin’s men wear
6. Little John pretended to be this
7. How Robin felt to see Little John
8. Robin blows this to signal his men
9. An open space in a forest
10. The number of gold pieces Robin took from the Sheriff
11. Robin’s herd

The Sheriff’s food was served on his __ __ __ __ __ __ __ __ __ __.
Appendix F–1
Vocabulary for Chapters 6 and 7

<table>
<thead>
<tr>
<th>scarlet</th>
<th>cudgel</th>
<th>astounded</th>
<th>smack</th>
<th>hermitage</th>
</tr>
</thead>
</table>

Sentences
1. The stranger wore a *scarlet*, an almost strawberry-colored hat.

   scarlet - _____________________________________________

2. Robin threatened to hit the stranger with a common oak *cudgel*.

   cudgel - ____________________________________________

3. Robin was *astounded* at the beggar’s strength.

   astounded - __________________________________________

4. *Smack*! When Robin’s sword hit the cudgel, it made a loud noise.

   smack - _____________________________________________

5. Some monks preferred to live alone in a *hermitage*.

   hermitage - __________________________________________
Appendix F – 2

Comprehension Questions for Chapter 6 and 7

1. The author opened Chapter 6 with *imagery* to provide a setting. That is, a vivid description appealing to any or all five senses. Find and write three examples.

   __________________________________________
   __________________________________________
   __________________________________________

2. Little John and Robin disagreed over the stranger. What did they disagree over? ____________________________________________________________

   __________________________________________

3. What did the stranger refuse to do? __________________________________________

4. Who stopped the fight? Who do you think won the scuffle? ________________________

   __________________________________________

5. Who did the stranger turn out to be? Why was he also an outlaw? ________________________

   __________________________________________

6. What message did Will bring from Maid Marian? ________________________

   __________________________________________

7. What did Robin change Will’s name to? Why? ________________________

   __________________________________________
   __________________________________________
   __________________________________________

8. Will Scarlet suggested that Robin go and meet a Friar Tuck. Why? ________________________

   __________________________________________
Appendix F – 3

9. Describe how Robin prepared himself to meet Friar Tuck.

__________________________________________________________________

__________________________________________________________________

10. Why was Robin so eager to cross the stream?

__________________________________________________________________

11. Describe in your own words the meeting between the Friar and Robin.

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

13. What happens when Robin blows his horn? What happens when the Friar whistles?

__________________________________________________________________

__________________________________________________________________

14. Little John shouts “witchcraft!” and Will Scarlet laughs. What are they looking at?

__________________________________________________________________

__________________________________________________________________

15. What will Robin do for Friar Tuck?

__________________________________________________________________

16. What will Friar Tuck’s job be?

__________________________________________________________________

__________________________________________________________________
Appendix F – 4

Sayings and Phrases for Chapters 6 and 7

1. Saying: Live and let live
   What I think it means: ____________________________________________

   Actual meaning: ________________________________________________

   Find the example in *Robin Hood* on page 71

2. Phrase: *Can’t hold a candle to*
   What I think it means: ____________________________________________

   Actual meaning: ________________________________________________

   Find the example in *Robin Hood* on page 74

3. Phrase: *Through thick and thin*
   What I think it means: ____________________________________________

   Actual meaning: ________________________________________________

   Find the example in *Robin Hood* on page 76 -77

4. Saying: *An ounce of prevention is worth a pound of cure*
   What I think it means: ____________________________________________

   Actual meaning: ________________________________________________
Appendix F - 5

Find the example in *Robin Hood* on page 79

__________________________________________________________

5. Saying: *Seeing is believing*
What I think it means: ________________________________

__________________________________________________________

Actual meaning: __________________

Find the example in *Robin Hood* on page 80

__________________________________________________________

6. Phrase: *On the warpath*
What I think it means: ________________________________

__________________________________________________________

Actual meaning: __________________

Find the example in *Robin Hood* on page 87

__________________________________________________________

7. Saying: *One picture is worth a thousand words*
What I think it means: ________________________________

__________________________________________________________

Actual meaning: __________________

Find the example in *Robin Hood* on page 89

__________________________________________________________
Appendix F– 5

Robin’s Cast of Characters - Booklet and Rubric

What a colorful character Will Gamewell was! The author also gave a wonderful description of Friar Tuck. There are so many characters that you have met and will still meet in Robin Hood – some good and some bad. Create a booklet of the key characters in the story. As you read, use the descriptions to draw each figure. You will also write 2 sentences that include 2 or 3 character traits, that is, something that tells what kind of person he or she is (kind, selfish, bossy, loving, caring, clever, foolish, etc.).

Directions:
1. Title page: *title of booklet (ex. Robin’s Cast of Characters) ___/5 pts. *illustration ___/5 pts *your name ___/5 pts.

2. Inside title page will be blank or you could dedicate your book to someone

3. Characters: *there will be a total of 17 characters – one on each page, use the back and front of each page in the booklet. *use crayons or colored pencils, markers will bleed through *include name of character, illustration, 2 sentences

The characters to include are:

Chapter 1 __Robin Hood  Chapter 8 __Allan a Dale
__Maid Marion  __Bishop of Hereford
__Will Stutely  Chapter 9 __Guy of Gisborne
Chapter 2 __Little John  Chapter 11 __Queen Eleanor
__Sheriff of Nottingham  Chapter 12 __King Henry
Chapter 4 __Eric of Lincoln  Chapter 13 __Middle, the Tinker
__Much, the miller’s son  Chapter 14 __Sir Richard of the Lea
Chapter 6 __Will Scarlet  Chapter 19 __King Richard
Chapter 7 __Friar Tuck

Each page will be worth 5 points ___/85 pts.

Total daily grade for booklet ___/100 %

2006 Core Knowledge® National Conference, Grade Level 4, Robin Hood: England’s Man of Mystery 58
Appendix G – 1
Vocabulary for Chapters 8 and 9

<table>
<thead>
<tr>
<th>coveted</th>
<th>pomp</th>
<th>jilted</th>
<th>staunched</th>
<th>thrust</th>
</tr>
</thead>
</table>

Sentences
1. The nobleman coveted the land that the knight owned.
   coveted - __________________ ______________________________________

2. The Bishop of Hereford was full of pomp strutting around like a proud peacock.
   pomp - __________________ ______________________________________

3. The young man felt jilted when his girlfriend left him.
   jilted - __________________ ______________________________________

4. Robin noticed a wound on Little John’s arm and staunched the blood with a rag.
   staunched - __________________ ______________________________________

5. Robin thrust his sword at the stranger’s jab.
   thrust - __________________ ______________________________________
Appendix G – 2

Comprehension Questions for Chapters 8 and 9

1. What was the sorry minstrel’s problem?

__________________________________________________________________
                                                                                   
__________________________________________________________________

2. Why do you think Robin wants to help Allan – a – Dale win back his true
love? ____________________________________________________________
                                                                                   
__________________________________________________________________

3. Why did Robin tell the Bishop that he wanted to wait before he played his
music? What instrument did he play instead?

__________________________________________________________________
                                                                                   
__________________________________________________________________

4. Describe the ceremony after the Bishop protested.

__________________________________________________________________
                                                                                   
__________________________________________________________________
                                                                                   
__________________________________________________________________

5. Who did the King hire to track Robin down? Describe him.

__________________________________________________________________

6. Describe the curious – looking stranger Little John and Robin come across.

__________________________________________________________________
                                                                                   
__________________________________________________________________
                                                                                   
__________________________________________________________________

7. Tell the two instances of how Guy of Gisborne does not fight Robin fairly.

__________________________________________________________________

8. How does Robin feel about killing Guy of Gisborne?
9. How does Robin once again trick the Sheriff?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

10. Does Robin lie or does he tell the truth about the fight? Explain your answer.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Appendix G – 4

Sayings and Phrases for Chapters 8 and 9

1. Phrase: *Break the ice*
   What I think it means: ____________________________________________
   
   Actual meaning: ________________________________________________
   
   Find the example in *Robin Hood* on page 95
   ______________________________________________________________
   ______________________________________________________________

2. Saying: *Make hay while the sun shines*
   What I think it means: __________________________________________
   
   Actual meaning: ________________________________________________
   
   Find the example in *Robin Hood* on page 97
   ______________________________________________________________
   ______________________________________________________________
Appendix G – 5
You are the Artist!
Robin Hood has hired you to be the artist to capture the important moments at Allan – a – Dale’s wedding. Think of the six momentous events that happened during the occasion. Refer to Chapter 8 for details from the author. Be creative, you are part of history.
Appendix H – 1
Vocabulary for Chapters 10 and 11

| flourished | drubbing | tattered | amnesty | uncouth |

Sentences
1. The nobleman *flourished* his sword to show Robin that he was a capable fighter.
   - flourished - __________________________________________

2. Robin got a sound *drubbing* from Friar Tuck ending up with a few bruises.
   - drubbing - _______________________________________________________________________

3. The hungry beggar’s clothes were *tattered* and torn.
   - tattered - _______________________________________________________________________

4. The King granted *amnesty* to the thief and freed him from jail.
   - amnesty - _______________________________________________________________________

5. Robin was troubled by the rude and *uncouth* manners of the beggar.
   - uncouth - _______________________________________________________________________
Appendix H – 2

Comprehensions Questions for Chapters 10 and 11

1. Instead of fighting the beggar, Robin takes off for the woods. Why?
   ____________________________________________________________

2. What does Robin tell his men about the encounter with the beggar?
   ____________________________________________________________

3. Describe how the beggar treated Robin’s men.
   ____________________________________________________________
   ____________________________________________________________

4. What did Robin and his three men agree to do?
   ____________________________________________________________

5. Why did Robin pretend to get wounded by the page?
   ____________________________________________________________

6. Why was Richard Partington in the forest?
   ____________________________________________________________

7. Why does Maid Marion seek Robin? Who is the message from? What is it?
   ____________________________________________________________
   ____________________________________________________________

8. Who does Robin choose to accompany him to see the Queen?
   ____________________________________________________________

9. What did Queen Eleanor think of Robin and his men?
   ____________________________________________________________

10. What does the Queen ask Robin and his men to do?
    ___________________________________________________________
Appendix H – 4

Sayings and Phrases for Chapters 10 and 11

1. Phrase: *As the crow flies*
   What I think it means: ____________________________________________
   
   Actual meaning: _________________________________________________
   
   Find the example in *Robin Hood* on page 134
   ______________________________________________________________
Appendix H - 4
Crossword Puzzle Review of Vocabulary Words Chapters 1 – 11

Created by Puzzlemaker at DiscoverySchool.com
Appendix H – 5

Crossword Puzzle Review of Vocabulary Words Chapters 1 – 11

Word Bank

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. treason</td>
<td>1. an open area in a forest</td>
</tr>
<tr>
<td>4. parry</td>
<td>2. to stay for awhile, linger</td>
</tr>
<tr>
<td>5. porridge</td>
<td>3. where men or women live a religious life</td>
</tr>
<tr>
<td>8. guffaw</td>
<td>6. an association of craftsmen or merchants</td>
</tr>
<tr>
<td>10. drubbing</td>
<td>7. a loud rough laugh</td>
</tr>
<tr>
<td>12. roundelay</td>
<td>9. cereal boiled in water or milk</td>
</tr>
<tr>
<td>17. bank</td>
<td>11. to make fun of in a rude way</td>
</tr>
<tr>
<td>18. hermitage</td>
<td>13. the crime of betraying your country</td>
</tr>
<tr>
<td>19. roundelay</td>
<td>14. a showy display</td>
</tr>
<tr>
<td>10. quiver</td>
<td>15. the land along sides of a river</td>
</tr>
<tr>
<td>12. quiver</td>
<td>16. to ward off a weapon</td>
</tr>
</tbody>
</table>

Down:

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. abbey</td>
<td>1. a word of astonishment</td>
</tr>
<tr>
<td>4. minstrel</td>
<td>4. a pardon for a political act</td>
</tr>
<tr>
<td>5. tarry</td>
<td>5. to beat with a stick or club</td>
</tr>
<tr>
<td>8. scarlet</td>
<td>8. a short, thick stick or club</td>
</tr>
<tr>
<td>10. roundelay</td>
<td>10. a simple song with a line that repeats</td>
</tr>
<tr>
<td>12. bank</td>
<td>12. a case for holding arrows</td>
</tr>
<tr>
<td>17. glade</td>
<td>17. a place where a person can live alone</td>
</tr>
<tr>
<td>18. glade</td>
<td>18. a very bright red</td>
</tr>
<tr>
<td>19. poisoned</td>
<td>19. traveling singers and poets</td>
</tr>
<tr>
<td>10. quiver</td>
<td>10. quiver</td>
</tr>
<tr>
<td>12. bank</td>
<td>12. bank</td>
</tr>
<tr>
<td>17. glade</td>
<td>17. glade</td>
</tr>
<tr>
<td>18. glade</td>
<td>18. glade</td>
</tr>
<tr>
<td>19. poisoned</td>
<td>19. poisoned</td>
</tr>
</tbody>
</table>
Appendix I–1  
Vocabulary for Chapter 12

tiers         respective         jeopardy       tumult       beckoned

Sentences
1. there were tiers upon tiers of seats available for the large crowd.

   tiers - ________________________________________________

2. Each archer faced his respective target for the contest.

   respective - __________________________________________

3. Robin’s life was in jeopardy when he was captured by the Sheriff’s men.

   jeopardy- ____________________________________________

4. Robin’s accurate shot into the center of the target brought a tumult of applause from the crowd.

   tumult- ____________________________________________

5. The Queen raised her hand and beckoned Robin to come closer for his reward.

   Beckoned____________________________________________
Appendix I – 2

Comprehension Questions for Chapter 12

1. There were 10 bands for the tournament. Name the first 5 and the color representing each.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2. What rewards did the King offer?
__________________________________________________________________
__________________________________________________________________

3. What was the wager the Queen made with the King?
__________________________________________________________________

4. How many archers were there in the second contest? How many moved on to the second contest?
__________________________________________________________________
__________________________________________________________________

5. Who was the first to recognize the archers that the Queen had chosen?
__________________________________________________________________

6. How did Robin solve the problem between Little John and Will Stutely? Do you think this was fair? Why or why not?
__________________________________________________________________
__________________________________________________________________

7. How did the King react to Little John’s shooting? What did he say?
__________________________________________________________________

8. How did Gilbert and Robin score in their final contest? How did the King react?
__________________________________________________________________
__________________________________________________________________
Appendix I – 3

9. What prizes did the Queen give her winning archers? What were they to do with their new swords?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

10. What did Robin give to his competitors? Why?
__________________________________________________________________
__________________________________________________________________
Appendix I – 4

Sayings and Phrases for Chapter 12

1. Saying: *Haste makes waste*
   What I think it means: ____________________________________________
   Actual meaning: ________________________________________________
   Find the example in *Robin Hood* on page 154
Appendix I – 5

You’re on Target!

Retell the tale of King Harry’s tournament by placing the events in order from 1 to 5. Draw a line from each arrow to its mark.

The Queen’s 5 archers compete against the King’s 5 best archers.

The King and Queen make a wager.

Robin’s arrow flies straight and true to split the willow wand to win the tournament.

The ten bands of archers take their places.

King Harry, Queen Eleanor, Prince John, Prince Richard take their places on the platform.
Appendix J–1
Vocabulary for Chapters 13 and 14

<table>
<thead>
<tr>
<th>commission</th>
<th>quench</th>
<th>fray</th>
<th>antagonist</th>
<th>verily</th>
</tr>
</thead>
</table>

Sentences
1. The Sheriff appointed Guy of Gisborne a commission to capture Robin Hood.

    commission - ________________________________

2. Little John drank the ale to quench his thirst.

    quench - ________________________________

3. The Merry Men ran to Robin’s aid at the sound of the fray.

    fray - ________________________________

4. Smack! Robin hit his antagonist with his cudgel.

    antagonist - ________________________________

5. Robin loves Maid Marian. Verily, he does with his whole heart.

    verily - ________________________________
Comprehension Questions for Chapters 13 and 14

1. Why did the Sheriff’s daughter dislike Robin Hood so much?
__________________________________________________________________

2. Why did the Sheriff’s daughter commission the tinker to go after Robin?
__________________________________________________________________

3. How did Robin trick the tinker in order to snatch the warrant?
__________________________________________________________________

4. Why did Robin have to blow his horn? Who was winning the fight?
__________________________________________________________________

5. Why did Middle want to join Robin’s men?
__________________________________________________________________

6. What important person dies at the beginning of Chapter 14?
__________________________________________________________________

7. Who was the successor to the King? Who really was in charge of the country?
__________________________________________________________________

8. Why was Maid Marian in harm’s way?
__________________________________________________________________

9. From what did Robin have to rescue Maid Marian?
__________________________________________________________________
Appendix J- 3

10. Why did Little John ask the knight to dine with his master? What was he hoping for?
__________________________________________________________________
__________________________________________________________________

11. Describe the knight’s unfortunate situation.
__________________________________________________________________
__________________________________________________________________

12. Why did Robin loan Sir Richard the money he badly needed? How did Sir Richard react?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Appendix J – 4

Sayings and Phrases for Chapters 13 and 14

1. Phrase: Go to pot
   What I think it means: __________________________________________
   Actual meaning: ________________________________________________
   Find the example in Robin Hood on page 188
   ________________________________________________________
Appendix K – 1
Vocabulary for Chapters 15, 16, and 17

<table>
<thead>
<tr>
<th>cantering</th>
<th>tidings</th>
<th>gallowstree</th>
<th>knave</th>
<th>rally</th>
</tr>
</thead>
</table>

**Sentences**

1. Robin watched the knight *cantering* slowly through the forest on his black horse.

   cantering - ______________________________________________________

2. Robin sent one of his men to town for *tidings* of the forthcoming tournament.

   tidings - __________________________________________________________

3. The Sheriff had a *gallowstree* built in the middle of town to hang the robber.

   gallowstree - ______________________________________________________

4. Robin thought the raggedy beggar was a *knave* when he tried to pick a fight with him.

   knave - __________________________________________________________

5. Robin blew his bugle to *rally* his men for help.

   rally - __________________________________________________________
Appendix K - 2

Comprehension Questions for Chapters 15, 16, and 17

1. What game did Robin play on the Bishop?

2. Who became the captive?

3. How much did Robin charge the Bishop for the meal?

4. How did the Prince react to the Sheriff’s plea for help in capturing Robin?

5. What plan did the Sheriff’s daughter come up with?

6. What did Little John suggest to Robin?

7. Describe how the Sheriff’s plan went wrong?

8. What happened to Little John? What did he ask Robin to do? Why?

Appendix K – 3

Comprehension Questions for Chapters 15, 16, and 17

9. How did Robin return the golden arrow? What was his message?
__________________________________________________________________
__________________________________________________________________

10. What did David of Doncaster ask the palmer to do?
__________________________________________________________________

11. Describe how Robin and his men quietly entered the town?
__________________________________________________________________
__________________________________________________________________

12. Who cut the ropes that bound Will?
__________________________________________________________________

13. Who helped Robin and his men to fight the soldiers so they could escape?
__________________________________________________________________

14. How was Robin wounded?
__________________________________________________________________
__________________________________________________________________

15. Who came to Robin’s rescue? Where did they go for protection?
__________________________________________________________________
__________________________________________________________________
Appendix K – 4

Sayings and Phrases for Chapters 15, 16. and 17

1. Phrase: *Blow hot and cold*
   What I think it means: __________________________________________
   
   Actual meaning: __________________________________________
   
   Find the example in *Robin Hood* on page 196

2. Phrase: *Don’t put all your eggs in one basket*
   What I think it means: __________________________________________
   
   Actual meaning: __________________________________________
   
   Find the example in *Robin Hood* on page 206 - 207
Appendix K – 5

Robin Hood vs. the Sheriff of Nottingham

A Venn diagram helps to compare and contrast two people, places, or things. The list of qualities that are common to both are held in the shared portion of the circles. The opposite portions list qualities that are special to that one subject. In this activity you will compare and contrast the qualities of Robin and the Sheriff.
Appendix K – 6

Composing a Character Diamante

Use the information from your Venn diagram and follow the steps below to write a character poem. Dia in the word diamante means “opposite”. This will show a contrast in traits with 2 characters, in this case Robin Hood and the Sheriff of Nottingham. Here’s an example:

Cinderella
Gentle, beautiful
Singing, dancing, pleasing
Slippers, gown, mirrors, parties
Demanding, complaining, primping
Lazy, selfish
Stepmother

A diamante has 7 lines:
Lines 1 and 7 state subjects that are opposites – Robin Hood/ Sheriff of Nottingham
Line 2 contains two adjectives that describe the subject of line 1 (Robin Hood)
Line 3 contains three -ing verbs that tell about Robin’s actions
Line 4 contains four nouns – the first 2 are about character 1 (Robin), the second 2 are about character 2 (Sheriff)
Line 5 contains 3 –ing verbs that tell about The Sheriff’s actions
Line 6 contains two adjectives that describe the subject of line 7 (Sheriff)

For your practice Diamante, use notebook paper. When you have it the way you want it, write it on Appendix K – 7.
Appendix L–1
Vocabulary for Chapter 18 and 19

<table>
<thead>
<tr>
<th>siege</th>
<th>cavalcade</th>
<th>perceive</th>
<th>sally</th>
<th>begrudge</th>
</tr>
</thead>
</table>

Sentences
1. The Sheriff’s army surrounded the castle in order to lay **siege** to it.
   
   siege - ________________________________

2. King Richard was warned by the knight that the **cavalcade** was on the road to the castle.
   
   cavalcade - ________________________________

3. Robin was able to **perceive** the kind of trouble the beggar could cause.
   
   perceive - ________________________________

4. Robin’s men gathered their weapons in order to **sally** forth when they heard the blast from the horn.
   
   sally - ________________________________

5. Since Robin and Little John were best friends, he could not **begrudge** lending him his best bow.
   
   begrudge - ________________________________
Appendix L – 2

Comprehension Questions for Chapters 18 and 19

1. Sir Richard twice offers to repay Robin the money he owes him. Why?

2. What does Sir Richard give Robin and his men?

3. The Sheriff tells King Richard the tales of Robin. Why does the King become angry with the Sheriff?

4. After speaking with his friend, Sir Richard, what does he King decide to do?

5. Why does Friar Tuck refuse to answer his door?

6. What changes Friar Tuck’s mind about taking care of the knight?

7. Why is Friar Tuck afraid of showing the knight to Robin’s hideaway?

8. Why does Robin eventually welcome the knight?

9. Describe how Robin and his men entertain the knight.
Appendix L – 3

10. Why do Friar Tuck and the knight fight?

__________________________________________________________________
__________________________________________________________________

11. Why is Robin not laughing at the result of the fight?

__________________________________________________________________
__________________________________________________________________

12. Who announces to everyone the identity of the knight?

__________________________________________________________________
__________________________________________________________________
Appendix L – 4

Sayings and Phrases for Chapters 18 and 19

1. Saying: *Half a loaf is better than none*
   What I think it means: ___________________________________________
   
   Actual meaning: ________________________________________________
   
   Find the example in *Robin Hood* on page 237.
   _______________________________________________________________
Appendix M– 1
Vocabulary for Chapter 20 and 21

<table>
<thead>
<tr>
<th>zeal</th>
<th>stench</th>
<th>plague</th>
<th>taunt</th>
<th>reeled</th>
</tr>
</thead>
</table>

**Sentences**

1. Robin’s men responded with *zeal* as the King Richard pardoned them from all their past mistakes.
   
   **zeal** - ____________________________________________________________

2. The merry men all held their noses from the *stench* of the burning meat.
   
   **stench** - ________________________________________________________

3. Many people in the small town died from the deadly *plague*.
   
   **plague** - ________________________________________________________

4. The Sheriff of Nottingham liked to *taunt* Robin and his men so they would come out of hiding.
   
   **taunt** - ________________________________________________________

5. Little John *reeled* in pain and finally fell to the ground after being wounded with the arrow.
   
   **reeled** - ________________________________________________________
Appendix M – 2

Comprehension questions for Chapters 20 and 21

1. What did King Richard finally think of Robin and his band?

__________________________________________________________________
__________________________________________________________________

2. What appointment did the King give to Robin and his men?

__________________________________________________________________

3. What special job did King Richard give to:
   a. Little John ___________________________________________________
   b. Master Scarlett ______________________________________________
   c. Will Stutley _________________________________________________
   d. Allan – a – Dale _____________________________________________
   e. Robin Hood _________________________________________________

4. What was the King’s first command to the Earl of Huntington?

__________________________________________________________________
__________________________________________________________________

5. Even though it was a happy night, why was Robin sad?

__________________________________________________________________
__________________________________________________________________

6. Who performed the wedding?

__________________________________________________________________

7. After several months of living his new life, what did Robin long for?

__________________________________________________________________
__________________________________________________________________

8. What happened to Marian? How did this effect Robin?

__________________________________________________________________
Appendix M – 3

9. What caused Robin and his faithful followers to return to the Forest?
__________________________________________________________________
__________________________________________________________________

10. Where had happened to King Richard? Who took his place?
__________________________________________________________________
__________________________________________________________________

11. Why did Robin go to the abbey? What did the abbess do to him?
__________________________________________________________________

12. Who heard Robin’s last blow on his horn?
__________________________________________________________________

13. Why does Robin turn down Little John’s suggestion of burning the abbey?
__________________________________________________________________

14. How was Robin’s grave site chosen?
__________________________________________________________________
__________________________________________________________________

15. What did Robin want to be buried with and why?
__________________________________________________________________
__________________________________________________________________
Appendix M – 4

You Are Invited!

What a wonderful day it is for Robin Hood and his bride – to – be Maid Marian! King Richard has asked you, as his scribe, to design an invitation for the wedding.

Directions:
1. In your best handwriting:
   write down all the important information.
   You will find this in Chapter 20. You don’t want anyone going to the wrong church, at the wrong time.
2. Create a special design so Robin Hood and his bride, Marian, will remember this special day.
3. Use the following format for the card:

```
(host)
request the honour of your presence
at their marriage of
(name of bride)
and
(name of groom)
on Saturday
at (time – spelled out) o’clock
(name of church)

A celebration of their marriage
Will be held at (place)
Following the ceremony
All are invited!
```
Appendix M – 6
At the end of the story, there is an epitaph carved on Robin’s headstone. Create an epitaph of your own to honor his memory.
Appendix N – 1

Name __________________________   Date _______________

Match the definitions with the correct word.

1. ____ tiers           a. a color of wool cloth made in Lincoln, England
2. ____ jeopardy         b. a youth who is being trained for knighthood
3. ____ amnesty          c. a French word used to express astonishment
4. ____ treason          d. a pardon or forgiveness
5. ____ guild            e. a place where a person can live alone
6. ____ antagonist       f. to make fun of, tease
7. ____ quiver           g. traveling singers
8. ____ porridge         h. to call closer by a motion of the head or hand
9. ____ staves           i. a series of rows of seats set one above the other
10. ____ tinker          j. the act of betraying one’s country
11. ____ tidings         k. a great danger or risk
12. ____ cavalcade       l. an opponent, rival
13. ____ plague          m. a cereal boiled in water or milk
14. ____ lincoln green   n. a case for holding arrows
15. ____ page            o. a parade of people on horseback
16. ____ parry           p. news or information
17. ____ hermitage       q. to ward off a weapon or a blow
18. ____ scarlet         r. someone who repairs metal utensils
19. ____ beckon          s. a stick or a staff
20. ____ grammercy       t. an association of merchants or craftsmen
21. ____ minstrels       u. a very bright red
22. ____ jeers           v. a deadly disease

True or False
1. ___ another name for Robert Fitzooth is Locksley
2. ___ Rob’s father had 3 enemies
3. ___ Robin met Little John at the Blue Boar Inn
4. ___ Little John had his name changed by Maid Marian
5. ___ the penalty for shooting the king’s deer was to pay a fee
6. ___ Robin won a golden arrow at the tournament
7. ___ Will Scarlet changed his name because of his red hair
8. ___ Allan – a – Dale is a minstrel
9. ___ Friar Tuck was a small, slender man
10. ___ Sir Guy wears a sheep’s skin to disguise himself
11. ___ Queen Eleanor commissioned Robin and his men to fight in a tournament
12. ___ Prince John tormented Maid Marian to win her affection
13. ___ Will Stutely was hanged as a traitor
14. ___ The Sheriff of Nottingham married Maid Marian
15. ___ Robin Hood loved chivalry and freedom
16. ___ Little John was Robin’s best friend
Appendix N – 2

Answer the following questions.

1. Chapter 1. Why does Robin become an outlaw?
   ____________________________________________________________________

2. Chapter 1 How did Rob come to be called Robin Hood?
   ____________________________________________________________________

3. Chapter 2 Describe how Robin met Little John.
   ____________________________________________________________________

4. Chapter 5 What happens when Robin blows three notes on his horn?
   ____________________________________________________________________

5. Chapter 8 Give two reasons why it was good for Friar Tuck to join the band.
   ____________________________________________________________________

6. Chapter 11 What was the message that the page brings to Robin and his men.
   ____________________________________________________________________

7. Chapter 14 How does Robin help Sir Richard of the Lea?
   ____________________________________________________________________

8. Chapter 15 After dining with the Bishop, what does Robin take from him?
   ____________________________________________________________________

9. Chapter 17 Who rescues Robin, Marian and the band from the Sheriff?
   ____________________________________________________________________

10. Chapter 19 Describe how does Robin treat the Black Knight.
    ____________________________________________________________________

11. Chapter 20 What does the King do for Robin Hood?
    ____________________________________________________________________

12. Chapter 21 Explain how Robin’s grave was chosen.
    ____________________________________________________________________
Appendix O – 1

Answers for Comprehension Questions

Appendix C- 2, Chapter 1:
1. The Earl of Huntington had won the King’s favor by a Crusade to the Holy Land.
2. Rob’s father, arrested for treason, died in prison and his mother died from exposure to winter weather.
3. The three enemies of Rob’s father were: the Sheriff of Nottingham, the Bishop of Hereford, and the Earl of Huntingdon.
4. Rob’s uncle, Squire George of Gamewell.
5. The Sheriff proclaimed an archer’s tournament with the best having places with the King’s Foresters and the winner awarded a golden arrow.
6. Rob killed the Head Forester after killing one of the King’s deer.
7. “Blinder” was the muscular fellow with one eye hidden by a green bandage. His name was Will Stutely.
8. Robin had not only refused the offer of a job in the Sheriff’s service, but did not thank the Sheriff for the prized arrow. Rob also bestowed the arrow to Maid Marian instead of the Sheriff’s daughter.
9. Will Stutely, the man with the green patch.
10. Maid Marian had called him Rob in the Hood. The men therefore called him Robin Hood.

Appendix D – 2 and D – 3, Chapters 2 and 3
1. The poor people found that Robin and his men meant no harm.
2. The stranger and Robin each thought that they should cross the log first.
3. The stranger was taller and stronger than Robin, who had more skill at fighting with a staff.
4. Robin felt that they had a fair fight and that the stranger was going to join the band anyway.
5. Will Stutely loved a good joke and christened this large man “Little John”.
6. The Sheriff’s men feared Robin and his men.
7. Robin went to search for Little John.
8. The butchers wanted Robin to follow their rules.
9. The Sheriff had heard that Robin was not very bright and he wanted to find a way to cheat him.
10. Robin was pretending to sell his herd for a very low price.
11. The Sheriff wanted to go with Robin the next day to look at the herd. He also didn’t want to arouse suspicion.
12. Robin feared that Little John was not loyal to the band.

Appendix E – 2, Chapters 4 and 5
1. Eric of Lincoln was very skilled with the staff. He was also a person who boasted a lot.
2. The beggar was dirty and unshaven. He wanted to teach Eric a lesson.
3. The beggar brought down Eric, who was a bully.
4. Reynold Greenleaf was Little John’s real name.
5. Little John and the cook wanted to rest, drink, and eat.
6. Little John and Much filled a sack with the Sheriff’s silver plate to remember the Sheriff by.
7. The Sheriff put on a brave front, but was jumpy at the crackling of a twig.
8. Robin really wanted to bring the Sheriff into the forest.
9. There was roasted venison, brown pastries, and spiced wine. The archers set up a shooting tournament among themselves.
10. The Sheriff promised not to disturb the outlaws in Sherwood Forest.
Appendix O – 2

Appendix F – 2 and F – 3, Chapters 6 and 7
1. “on each side of the dusty highway stretched out broad fields of tender young wheat.”
   “on the far side of the fields rose the sturdy oaks and beeches and ashes of the forest.”
   “At their feet violets peeped out shyly and greeted them with a fragrance that made their hearts glad.”
2. Little John thought that the stranger could use his sword well. Robin did not think the stranger could.
3. The stranger refused to give Robin his purse.
4. Little John stopped the fight after Robin fell. The stranger won the fight.
5. The stranger was Will Gamewell. He killed his father’s cheating steward.
6. Will told Robin that Maid Marian had to return to Queen Eleanor’s court.
7. Robin changed his name to Will Scarlet to confuse the men who were looking for him and “Scarlet” because of the clothes he wore.
8. Will Scarlet told Robin that Friar Tuck cold beat both Little John and Robin at archery.
9. Robin armed himself with a cap of steel, chain mail under his tunic, and a sword and buckler as well as his bow and arrows.
10. Robin heard someone on the other side talking about food.
11. Robin and Friar Tuck tricked each other several times into carrying each other across the stream. Finally, Robin slipped and fell into the water. They then began to fight.
12. Fifty men came to his aid after Robin blew his horn. When the Friar blew his whistle, fifty powerful dogs came running.
13. The dogs fetched the arrows that the Merry Men had shot.
14. Robin will build a hermitage for Friar Tuck.
15. Friar Tuck will keep them from their “evil ways”.

Appendix G – 2, Chapters 8 and 9
1. The maid he was in love with was to be married to an older knight.
2. Robin has memories of Maid Marian.
3. Robin was pretending to be a musician. Instead of the harp, Robin blew his horn.
4. Robin’s men came in and took the archers. Robin gave the bride away, as Friar Tuck married the couple.
5. The King hired Guy of Gisborne, a hired knight. He was skilled with his bow and word and had a black heart.
6. The stranger seemed to be a three – legged creature who was wearing the dried skin of a horse complete with the head, tail, and mane.
7. Sir Guy started the fight before Robin was armed. He then struck Robin while he was down.
8. Robin regretted killing the man.
9. Robin hid the body of Sir Guy in the bushes and disguised himself with the horsehide. He signaled the Sheriff and told him that there had been a fight.
10. Robin does tell the Sheriff that there was a fight and the dead man wears Robin’s cloak.

Accept Student’s opinion

Appendix H – 2, Chapters 10 and 11
1. Robin went to find help fearing the beggar would take him.
2. Robin felt the beggar did not fight fair.
3. The beggar acted like he was afraid of the three men and did not want to fight them. However, he did manage to trick them and got away.
4. Robin and his men agreed not to tell anyone of the encounter.
5. Robin did not want to hurt the young page.
6. The page needed to bring Robin a message.
Appendix O – 3

7. Marian told Robin that the Queen would like to meet him and ask him to come for a tournament.
9. The Queen was impressed by their appearance and good manners.
10. The Queen asks Robin and his men to compete in the tournament wearing her colors.

Appendix I – 2, Chapter 12
1. Tepus – purple; Clifton of Buckingham – yellow; Gilbert of the White Hand – blue; Elwyn the Welshman – green; and Robert of Cloudesdale – white.
2. Forty gold pounds for the first prize, forty silver pennies for second, and a silver bugle for third place.
3. The King wagered 500 pounds and the Queen’s men would receive full amnesty.
4. Ten winning archers from the King’s band were joined by ten men from the open lists.
   From this contest, five went onto meet the Queen’s five.
5. The Bishop of Hereford recognized them.
6. Robin had the two draw straws. Accept students’ opinions here.
7. The King could not believe Little John’s good luck. “I never say such shooting before”.
8. Gilbert did well, but Robin’s arrows all hit their mark. The King declared a tie.
9. The wagers that not only the King made, but also the Bishop of Hereford. They were to buy new swords and swear to protect all the poor, helpless and women.
10. Robin gave the meat and drink to the competitors. He did not think it was necessary nor practical to carry them home.

Appendix J – 2, Chapters 13 and 14
1. Robin did not bestow the golden arrow upon her and she did not like the tricks he played upon her father.
2. The Sheriff’s daughter heard the tinker bragging about how he would capture Robin.
3. Robin took the tinker to the Blue Boar Inn and after drinking too much, the tinker fell asleep.
4. Robin blew his horn after becoming exhausted from the fighting. The tinker was fighting well.
5. Middle came to like Robin and his men. He felt like he could help the Band.
7. Richard the Lionhearted was proclaimed the successor. However, Prince John took over when King Richard went on a crusade.
8. Maid Marian’s estates had been seized and she had lost the Queen’s protection.
9. Robin felt that Prince John would torment her.
10. The knight looked sad, but thought the knight might have some money on him.
11. Sir Richard’s son accidentally killed a knight while training and had to borrow money from the Bishop to save his son.
12. Robin knew that Sir Richard would return the money. The Bishop was involved in the situation Sir Richard was grateful and offered his friendship.

Appendix K – 2, Chapters 15, 16, and 17
1. Robin and men killed a deer and began to prepare it on the same road the Bishop was traveling. Robin blew his horn and his men overpowered them, bringing them to the forest.
2. The unwilling Bishop became the captive.
3. Little John found four hundred gold pieces in the saddlebags.
4. Prince John told the Sheriff to take charge of the matter.
5. The sheriff’s daughter proposed another shooting match with everyone participating having amnesty.
Appendix O – 4

6. Little John suggested that they not dress in their usual green outfits, but in other colors.
7. The Sheriff’s men were hampered by the large crowd and Robin’s men fell upon them putting them in a state of confusion.
8. An arrow pierced the knee of Little John. Robin carried him to safety. However, Little John asked Robin to kill him so he would not fall into enemy hands.
9. Robin shot he golden arrow with a message through the window of the Sheriff’s home. The message said that Robin will show no mercy.
10. He asked the palmer to tell him of the news of Nottingham.
11. The palmer told Robin that the far side of the city would not be guarded. So Robin and his men went to the western gate where the moat happened to be dry.
12. Much, the miller’s son stepped forward and cut the ropes.
13. Many of the onlookers in the crowd who had long hated the Sheriff helped Robin.
14. A flying arrow from the enemy pierced Robin’s hand.
15. Sir Richard of the Lea came to his rescue and everyone raced to the protection of his castle.

Appendix L – 2, Chapters 18 and 19
1. Sir Richard was an honest man who respected Robin. He wanted to make sure his debt was paid.
2. Sir Richard gave a hundred and forty good yew bows and sheaves of arrows.
3. The King was angry when the Sheriff told of the traps that had been set in order to capture Robin.
4. The King was impressed by the tales of chivalry that he wanted to meet Robin himself.
5. The Friar wanted to enjoy his evening out of the cold rainy night.
6. The Friar did not want to fight with the tall knight.
7. The Friar did not want the Black Knight to know that he was friends with Robin, and he was fearful that the Knight might cause harm to Robin.
8. The Black Knight tells Robin that the King is near.
9. There was venison, fowl, fish, wheat cakes ale and wine for the feast. The men set up targets for practice.
10. Friar Tuck believes that he and not the Black Knight should deliver Robin’s punishment.
11. Robin would rather have the Friar punish him instead of the Black Knight.
12. Sir Richard of the Lea was worried about the King.

Appendix M – 2, Chapters 29 and 21
1. The King was proud of this band.
2. The King pardoned the men and made them Royal Archers and his own special bodyguard.
3. Little John became was made the Sheriff of Nottingham; Master Scarlet received a royal pardon and his former estates; Will Stutely was made Chief of the Royal Archers; Allan – a – Dale and his mistress would return to her estates and play at Court when requested; Robin Hood became the rightful Earl of Huntingdon.
4. The King’s first command was for Robin to marry Mistress Marian.
5. Robin loved the carefree life in his forest.
6. The Bishop of Hereford with Friar Tuck at his side performed the wedding.
7. Robin missed the fresh air of his greenwood and the camaraderie of his men.
8. While traveling to foreign lands, Marian became sickened with a plague and died. He felt that the light of his life went out.
9. Prince John had once again been put in charge while the King was away at the Crusades. Robin was put into the tower. He was eventually rescued by his men and they ran to the forest.
Appendix O – 5

10. King Richard was killed during the Crusades and Prince John became King.
11. Robin was injured during a fight with the King’s men and he went for help at the Abbey. The Abbess bled him.
12. Little John heard Robin’s horn.
13. Robin said that they should forgive all their enemies. Plus he vowed never to harm women.
14. With all his might, Robin shot an arrow into the oaks and wherever it fell was his grave.
15. Robin wanted to be buried with his bow for “it has made sweet music in my ears”.

Answers to the final open book test

Matching

2. k 13. v 2. T 10. F
4. j 15. b 4. F 12. T
5. t 16. q 5. F 13. F
7. m 18. u 7. F 15. T
8. s 19. h 8. T 16. T
9. r 20. c
10. r 21. g
11. p 22. f

Questions

1. Robin killed one of the King’s deer and also the Head Forester
2. Maid Marian had called him Rob in the Hood, the men therefore called him Robin Hood.
3. Neither man would give way to the other while crossing a log over a stream.
4. Forty men clad in Lincoln Green showed up to support Robin.
5. Friar Tuck was a good cook and he said mass every Sunday and kept them from evil ways.
6. The Queen promised amnesty if Robin and four of his men would go to London to shoot in her honor against King Henry’s men.
7. Robin lends Sir Richard the money to pay the Bishop
8. Robin takes the exact 400 hundred gold pieces from the Bishop that Sir Richard had given him.
10. At first, Robin tries to take some money from the Black Knight. Then the Black Knight informs him that the King is near. Robin and his men treat the Black Knight with honor.
11. The King grants all amnesty, service in his court and returns Robin’s title.
12. Robin shot his arrow towards the forest and where it landed was his grave site.
## Rubric for Sayings and Phrases

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<th>Sayings and Phrases</th>
<th>I Think 1 pt.</th>
<th>Actual 1 pt.</th>
<th>Example 2 pts.</th>
<th>Total</th>
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<tr>
<td>When it rains, it pours</td>
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<td>Laugh and the world laughs with you; weep and you weep alone</td>
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<td>Two wrongs don’t make a right</td>
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<td>Beauty is only skin deep</td>
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<td>Birds of a feather flock together</td>
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<td>Bury the hatchet</td>
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<td>Money burning a hole in your pocket</td>
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<td>The bigger they are, the harder they fall</td>
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<td>Live and let live</td>
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<td>Through thick and thin</td>
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<td>An ounce of prevention is worth a pound of cure</td>
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<td>Seeing is believing</td>
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<td>On the warpath</td>
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<td>One picture is worth a thousand words</td>
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<td>Break the ice</td>
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<td>As the crow flies</td>
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<td>Haste makes waste</td>
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<td>Half a loaf is better than none</td>
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Total out of 100: ______
Appendix O – 7

Meanings for Sayings and Phrases

1. **When it rains, it pours** – sometimes good events or misfortunes seem to occur together in succession
2. **Laugh and the world laughs with you; weep and you weep alone** – people enjoy your company when you are happy, but avoid you when you are sad.
3. **Two wrongs don’t make a right** – two wrong acts or ideas do not add up to something that is right.
4. **Beauty is only skin deep** – you cannot judge a person’s character by his/her appearance
5. **Birds of a feather flock together** – people with similar beliefs, opinions or interests associate with one another.
6. **Bury the hatchet** – ‘let’s not fight anymore’
7. **Money burning a hole in your pocket** – A person that has some money is extremely tempted to spend.
8. **the bigger they are, the harder they fall** – the more important a person is, the worse its fate when a setback happens.
9. **Bull in a china shop** – someone who behaves clumsily or awkwardly requires tact or manners.
10. **Don’t count your chickens before they hatch** – people should wait on having something before it actually happens
11. **Live and let live** – live your own life and let others live theirs
12. **Can’t hold a candle to** – when a person or thing is compared to another
13. **Through thick and thin** – when someone or something is dependable in both the best and worst of times.
14. **An ounce of prevention is worth a pound of cure** – it is better to prevent a problem than to wait and see if it actually occurs.
15. **Seeing is believing** – as long as people see it with their own eyes, they will believe it.
16. **On the warpath** – someone feels angry and is most likely to strike out.
17. **One picture is worth a thousand words** – a single visual image can communicate a message more clearly than words.
18. **Break the ice** – a person says or does something to break an awkward moment.
19. **Make hay while the sun shines** – take advantage of an opportunity as soon as it comes around, so you don’t miss out.
20. **As the crow flies** – the shortest distance between two places
21. **Haste makes waste** – working quickly instead of carefully leads to costly mistakes.
22. **Go to pot** – when something is not taken care of, it can be ruined or lost.
23. **Blow hot and cold** – a person who cannot make up his/her mind
24. **Don’t put all your eggs in one basket** – don’t depend entirely on just one person or possibility while ignoring others.
25. **Half a loaf is better than none** – it is better to have a little bit of something than nothing at all.