Activity Guide

Robin Hood

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Best for Ages 4+
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ENGLISH LANGUAGE ARTS

Create a Legend

RL.3.2, RL.3.3, RI.3.1, W.3.3, W.3.5

1. Ask your students what they know about the story of Robin Hood. Then, explain that the legend of Robin Hood has appeared in many forms of literature throughout history. A **legend** is a traditional story that is sometimes popularly regarded as historical but is unauthenticated. How many other famous legends can your students name?

2. One of the earliest known appearances of Robin Hood is in a ballad from the 1450s: *Robin Hood and the Monk*. On the next page, you will find a summary of the ballad of *Robin Hood and the Monk* for your students to read. You may have them read it individually, or you might take turns reading paragraphs aloud to better simulate what it might have been like to listen to this ballad in 15th century England!

3. Once your students have finished reading *Robin Hood and the Monk*, ask them how the ballad was different from what they might have already known about the Robin Hood legend. Were the characters all familiar? Was there anyone missing? Had they heard about the story of the monk before? Explain that Robin Hood is a **legend** because he appears in many different stories by different authors with the same cast of characters (Robin Hood, Sheriff of Nottingham, Maid Marian, Little John, etc.).

4. Finally, ask students what story they would write about Robin Hood and his friends. Are they still in Sherwood Forest stealing from the rich and giving to the poor? Maybe their story would have Maid Marian saving Robin Hood from the clutches of the Sheriff of Nottingham. Anything is possible! Using the **Create a Legend: Outline Worksheet** on the next page, have your students write down their story ideas and then ask them to share their outlines with the class. Next, they can use their outline to write their legend using complete sentences and dialogue. They have just created their own Robin Hood legend to add to history!
ROBIN HOOD AND THE MONK

Bolded words may need additional explanation; refer to the definitions at the bottom of the next page to place the words in context.

It was spring in Sherwood Forest, and Robin Hood was in a thoughtful mood as he stood gazing into the greenery. His only thought was that he had not attended church for a long time, and he declared to his men that he would go to Nottingham alone so that he could make his peace with God.

He did not listen to Much the Miller’s son who advised him to take twelve strong and well-armed men with him. Instead, he decided to go with only one man, his friend Little John. The two travelled to the edge of Nottingham, shooting their bows for pennies, but quarreled over the winnings. A fight broke out and a furious Little John declared that he would not serve Robin anymore. He turned his back to his friend and walked away.

Sadly, Robin travelled the rest of the journey to Nottingham alone. He entered St. Mary’s Church without a disguise, in full view of the people there. Instantly, he was recognized by a treacherous monk who called for the city gates to be shut, and warned the Sheriff of Nottingham that the King’s enemy was in the town. Gathering a large company of men, the Sheriff rushed to the church and confronted a surprised Robin. A great fight broke out. Alas, Robin was finally captured and thrown into Nottingham prison.

News of Robin’s capture travelled back to Sherwood Forest and the Merry Men were deeply distressed. Little John set off with Much the Miller’s son and eventually spied the Monk and his servant travelling on the road out of Nottingham towards London.

After tricking the Monk, who was taking the news of Robin’s capture from the Sheriff to the King, Little John and Much went themselves to London on the Monk’s business. The King gave the pair a reward and a warrant, and sent them back to Nottingham to collect Robin Hood and send him back to London unharmed.

When they got to Nottingham, they found the gates shut and the town swarming with guards as the Sheriff tried to protect the prize he had locked up in his dungeon. Little John showed the King’s warrant and was granted admittance to Nottingham. On seeing the King’s seal, the Sheriff was beside himself with joy.
Little John and Much headed straight for the cells and tricked the jailer into opening the jail door. Robin was released and armed with a good sword. Then they made their way to a low wall and jumped down into the forest. Early the next morning, the Sheriff found the empty cell. He ordered his men to search every street and alley for the fugitive outlaws. They did not succeed, because Robin and his men were already safe and sound back in Sherwood Forest.

The King realized that Little John had made fools of them all and left the Sheriff in peace. Meanwhile, back in Sherwood Forest, Robin and Little John patched up the quarrel they had had before the events in St. Mary’s Church, and the outlaws lived to fight another day.

Glossary:

Fugitive – A person who has escaped from a place or is in hiding, especially to avoid arrest

Quarreled – To have had an angry argument or disagreement

Treachery – Not loyal to someone who trusts you

Warrant – A legal paper that allows someone to do something, like arrest a fugitive or search a place.
Create a Legend: Outline Worksheet

Title of My Legend

Setting (Where and when does it happen?):

Heroes:

Antagonist (Who is the villain in my legend?):

Conflict (What is the hero’s problem?):

Resolution (How is the problem solved?):
The Recess Proclamation

Hear ye hear ye! The King has appointed each of your students to the position of Royal Recess Crier. Have your class use opinion-writing techniques to declare a Sherwood Forest style proclamation about their preferred recess activities.

1. Distribute the Brainstorming Web on the next page. Tell students to imagine that the class could only participate in one activity at recess! Students should write their favorite activity to do during recess, or an activity they think they would like to have at recess, in the center of the web. Have students then write reasons why they think their chosen activity would be ideal for the whole class in the spaces surrounding the center of the web.

2. Once they have completed the Brainstorming Web, students will write their Recess Proclamation on the My Proclamation Worksheet on page 9. In the topic sentence of their proclamation, make sure students introduce the activity they think is best for the kingdom. In their supporting sentences, students will write why they enjoy this specific recess activity and support their opinion. Encourage students to use using linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons. They can also get creative with voice. Since this is a proclamation, they can write like a king or queen!

3. Once students have completed the writing portion of the proclamation, invite volunteers to stand up and declare them to the class. Proclaimers should be sure to use a loud, clear voice! Once a proclamation has been read, open up the floor to the class. Do they agree with the reasons? Why or why not? Did any students suggest the same activity? Can the entire class agree on one activity? What made agreement easy or difficult?
Brainstorming Web
SOCIAL STUDIES

Real Life Heroes

CC.3.W.1, CC.3.W.7, CC.3.W.8

While Robin Hood may be a fictional character, our world has many real life heroes who have devoted their lives to helping others. In this activity, your students will share research about a historical or present-day activist with the rest of the class.

1. Robin Hood saw that King John was treating his subjects unfairly, and risked his life to fight for them. Talk with your class about why Robin Hood is a hero. Ask: What does Robin Hood believe in? What did he do in the play to help people? Introduce the word activist as someone who fights for what they believe in. An activist can be anyone who stands up for others: lawyers, scientists, and even kids! Can they think of any activists they already know from history? Ask students what they would want to change in the world if they were activists.

2. Have students choose a hero by drawing names from a hat, or letting them pick from the list below. You could also make assignments based on your students’ interests and aspirations.


3. Students should find research from two different sources, including both websites and books. They will use the Real Life Heroes Worksheet on Page 12 to sort and cite their evidence before writing. Below are some good resources to help students get started.

WEB:
www.ducksters.com/biography
http://mrnussbaum.com/bio2/

BOOKS:
Real Life Heroes (Cont.)

4. Students will write a one page biography of their activist. Each biography should include answers to the below questions:

- What is your activist most known for?
- When did your activist live? Are they still alive?
- Where is your activist from?
- What did your activist believe in?
- How did your activist help people?
- Do you agree with your activist’s beliefs? Why or why not?
- Did you find anything interesting about your activist’s life? What surprised you about your activist?

5. Students will share what they learned through speed interviews. Split the class into two groups, with a desk and two chairs at each station. Half the class will stay seated and the other half will move. The moving students will be the interviewers and the seated students will answer in character. They will do their best to answer the interviewer’s questions based on their research and essays. Give students about three minutes per station before having the interviewers rotate. Do a few rounds of this before switching groups, having the activists now become the interviewers. You may want to put some suggested questions on the board to facilitate the conversations. Examples include:

- Where do you live?
- What is your job?
- What are you famous for?
- What do you believe in?
- How do you help people?
- Do you have a family?
- What are most proud of?
- What are you really good at?
- Are you bad at anything?
- Are you scared of anything?
- What do you hope for our world?

See the Theatre Extension on page 13 to continue exploring real life heroes.
My Name: ______________

Real Life Heroes

Hero’s name: ________________________

When and where did they live?
_______________________________________________________________________
_______________________________________________________________________

What was their childhood like?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

What was their job?
_______________________________________________________________________
_______________________________________________________________________

What did they believe in?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

How did they make an impact?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Fun Facts:
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

I found my research from:

1. _____________________________________________________________
   It is a (circle one)        book        website

2. _____________________________________________________________
   It is a (circle one)        book        website

3. _____________________________________________________________
   It is a (circle one)        book        website
THEATRE EXTENSION

Real Life Heroes: Whose Line is it, Anyway?

E:P-2:1, E:P-2:2, E:P-2:3

Students will take on the role of the heroes they have researched for this improvisation activity. **Improvisation** is the art of acting without a script! Below are a number of improv games that students can play in character to use the knowledge they have gained in a theatrical exploration.

**Panel of Experts**

In character as the heroes they have researched, students will take questions from the class and offer advice on a topic.

1. Ask for three student volunteers to be advice givers. Each student will need to answer the way they think their historical figure would respond. The advice does not have to be good- just what they think their character would say!

2. Once the students are at the front of the classroom, pose a question to the advice givers and get their responses. Some examples of questions might be “What do you do if you forget your lunch at home?” or “How do I get my parents to buy me a new toy?”

3. After the teacher has asked a few questions, the students in the audience can pose questions of their own.

4. Switch up the Panel of Experts, giving each student a turn to portray their historical figure.
Party Quirks

In this game, choose one student (playing themselves) to act as the host of a party. Four other students will play the guests. The host student should step out of the room while the class helps the four guests figure out who they are going to be. To make it hard to guess, the guests should not play the hero they researched, but a hero another student researched.

When the characters have been assigned, invite the host back in and have them begin setting up the party. They can pretend to set out food, blow up balloons, or plan an activity! One by one, each party guest should enter, acting as their new character. The host should interact with them, ask them questions, and respond to whatever they do. It is up to the host to guess which character every guest is. If they guess correctly, the audience should let them know with applause!

Three Things

As the heroes they have researched, have students answer the questions “What are your three favorite______?” Examples include three favorite foods, games to play, or colors. The goal is to come up with multiple ideas on the spot that are inspired by their knowledge about the historical figure.
SOCIAL STUDIES

A Balanced Kingdom

4.A.1, 4.A.1.a, 4.B.2, 3.5.D.1, 3.5.D.2, 3.5.D.3

In Robin Hood, the greedy Prince John has unfairly increased taxes on his subjects, many of whom cannot afford to pay. In this way, Prince John has thrown the financial system out of balance. The more he taxes the poor, the poorer they become and the richer he is. Robin Hood sets out to correct this inequality. Robin understands that in order for there to be peace, there must be balance.

1. Using Table A from the Balanced Kingdom Worksheet found on the next page, give students a spending budget of 50 gold pieces. Using their 50 gold pieces, have students buy the materials to make as many buildings as possible.

2. Have students share what they were able to build on their budgets and why they chose to build what they built.

3. Tell students that Prince John has just announced the raising of taxes and has demanded more buildings for his kingdom. Keeping the same 50 gold piece budget, have students use Table B on the Balanced Kingdom Worksheet to make as many buildings as they can.

4. Have students share with the class what they were able to build with Prince John’s tax raise in place. How different were the results? Discuss what choices they had to make (home, education or health) with the limited resources they had.

5. Have students write down their reflections of the activity. Was their city better or worse under the new rate? What would they do differently if they were Prince John? Is there a better way to build more buildings?
A Balanced Kingdom

Part I - Directions:

You have 50 gold pieces to spend on building some buildings to better the kingdom! Using the information below, use your 50 gold pieces to make as many buildings as you can!

- A house needs: 5 pallets of lumber
- A well needs: 2 slabs of stone, and 2 bags of cement
- A school needs: 2 bags of cement, 2 slabs of stone, and 2 pallets of clay

<table>
<thead>
<tr>
<th>Resource</th>
<th>Cost</th>
<th># I will buy</th>
</tr>
</thead>
<tbody>
<tr>
<td>One pallet of lumber</td>
<td>2 gold pieces</td>
<td></td>
</tr>
<tr>
<td>One slab of stone</td>
<td>5 gold pieces</td>
<td></td>
</tr>
<tr>
<td>One pallet of clay</td>
<td>5 gold pieces</td>
<td></td>
</tr>
<tr>
<td>One bag of cement</td>
<td>5 gold pieces</td>
<td></td>
</tr>
</tbody>
</table>

Show Your Math

I built _____ houses, _____ wells, _____ schools, and _____ hospitals!
A Balanced Kingdom (Cont.)

Part II - Directions:
Oh no, Prince John has just raised the taxes on all resources! Using the inflated information on Table B, as well as the building information from the first page, use the same budget of 50 gold pieces to try to build as many buildings as you can!

<table>
<thead>
<tr>
<th>Resource</th>
<th>Cost</th>
<th>#I will buy</th>
</tr>
</thead>
<tbody>
<tr>
<td>One pallet of lumber</td>
<td>5 gold pieces</td>
<td></td>
</tr>
<tr>
<td>One slab of stone</td>
<td>10 gold pieces</td>
<td></td>
</tr>
<tr>
<td>One pallet of clay</td>
<td>5 gold pieces</td>
<td></td>
</tr>
<tr>
<td>One bag of cement</td>
<td>10 gold pieces</td>
<td></td>
</tr>
</tbody>
</table>

Show Your Math

I built _____ houses, _____ wells, _____ schools, and _____ hospitals!
Covert Counting

In *Robin Hood*, the sheriff collects money from the people of Nottingham to give to King John. Robin and his friends steal this money to give back to the village. In the **Covert Counting Worksheet** on the next page, your students will use math concepts such as addition, subtraction, equal to, greater than/less than, and rounding to compare two groupings of coins.
Covert Counting

Before he can decide how much money goes back to each person of Nottingham, Robin needs to compare two bags of money taken from the sheriff’s men. Help Robin figure out how much money he has in each bag before the sheriff catches up!

How much does Robin have in Bag #1?
$ ____ . ______  or  _____

How much does Robin have in Bag #2?
$ ____ . ______  or  _____

Do the bags hold an equal amount of money?
Circle: Yes  No

Which money bag has more money? Which has less money?
More: Bag # _____  Less: Bag # ____
Covert Counting (Cont.)

Does Bag #1 has greater than or less than Bag #2?
   Circle: Greater than            Less than

Does Bag #2 has greater than or less than Bag #1?
   Circle: Greater than            Less than

What is the difference?
   Bag # 1                           $____ . ______
   - Bag # 2                         - $____ . ______
   $____ . ______ or $____. ______

Robin wants to make the bags equal. How many coins does he need?
   __ Quarters    __ Dimes    __ Nickels    __ Pennies

How much does Robin have in Bag #1 if you round to the nearest 10’s place?
   10’s: $ ____ . ______

How much does Robin have in Bag #2 if you round to the nearest 10’s place?
   10’s: $ ____ . ______
A Helping Hand

Robin Hood is known throughout history as a hero to the less fortunate. He saw people in need and thought about how he could make a difference in their lives. Luckily, there are other ways to help people in need that don’t require you living in a forest and swinging from branch to branch. Here are a few ideas about how to lend a helping hand in your community!

Bethesda Cares: Bethesda Cares believes that it’s never too early to teach children to volunteer, but in a way that is age-appropriate and fun for the whole family. Some of the projects that they suggest are making sandwiches to serve at the Bethesda Cares’ Lunch Program, or decorating placemats to brighten up worker’s lunch times! For more information or ideas visit www.bethesdacares.com

Cards for Hospitalized Kids: Cards for Hospitalized Kids is an internationally recognized organization that spreads hope, joy and magic to hospitalized kids across America. You and your family can make some personalized cards to send to a child who might be feeling a little scared or in need of some comforting words. For more information on how to get involved visit www.cardsforhospitalizedkids.com

Children’s National Medical Center: Children’s National Medical Center is the only exclusive provider of pediatric care in the metropolitan Washington area. You can help Children’s National Medical Center by donating new toys, games, books and/or other items to help boost the spirits of patients of all ages. They have an online wish list which can make for a fun day of scavenging with the family. For more information and Guidelines for Donating, please visit www.childrensnational.org

DC Diaper Bank: The DC Diaper Bank is committed to providing a reliable and adequate supply of free diapers to families in need living in the Washington, DC metropolitan area. You and your family (of all ages!) can help by volunteering for sessions wherein you might sort diapers by size or accept any donations that are dropped off. They even have a Play Area for the youngest volunteers! For more information, please visit www.dcdiaperbank.org

Little Loving Hands: Little Loving Hands is a subscription service that delivers a box of materials and project ideas for parents and children to do together. It encourages parents to engage with their children while teaching them the importance of who, why, and how they are helping. When you finish your projects, use the pre-paid return envelope to send them to those who need it. For more information and pricing, please visit www.littlelovinghands.com
AT HOME

Quiver of Kindness

In Robin Hood, Robin and Marian excel both in archery and kindness. In this activity, children will learn and use archery vocabulary as they spread kindness to their friends and family.

A fletcher is someone who makes arrows. Children have the opportunity to become fletchers by creating a “Quiver of Kindness.”

Materials:

- Template (on next page)
- Toilet Paper Roll
- 6 Popsicle Sticks
- Paper
- Scissors
- Glue
- Decorations: markers, paper, stickers, etc.

Instructions:

1. Start by cutting out the templates on the next page. You should have four pieces.
2. Use the templates to trace the shapes onto your paper. You should have 1 big rectangle, 1 small rectangle, 1 circle, and 6 arrow pieces. Once you have them traced, carefully cut them out with scissors.
3. Wrap your big rectangle around the toilet paper roll and glue to make the quiver, which holds your arrows.
4. Put glue on each end of the small rectangle to make a handle for your quiver.
5. Put glue around the edge of your circle piece. Then, attach it to the bottom of the toilet paper roll. This will make the bottom of your quiver.
6. Put glue on one end of each popsicle stick. Add one arrow-shaped paper, or fletching, on the glue. Fletching helps an arrow fly straight through the air.
7. Write one compliment on each popsicle stick arrow.
8. Use stickers, markers, or other paper to decorate your quiver.
9. Put your arrows inside your quiver with the fletching pointing up.
10. Having fun letting your friends and family draw compliment arrows out of your quiver.
Quiver of Kindness - Paper Templates

Quiver Handle

Bottom of Quiver

Fletching

Quiver