

ROBIN COMPREHENSION GUIDE HOOD



ROBIN HOOD

Comprehension Guide
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ROBIN HOOD

How to use this Guide

This study guide is based on the version of *Robin Hood* by Roger Lancelyn Green and published by Puffin Classics. Some exposure to Latin and Medieval History will be helpful, but is not necessary.

Each chapter worksheet contains at least two sections: Vocabulary and Comprehension Questions. The vocabulary words have designated page numbers beside them which assist students to locate the word where it first appears in the text. In some cases contextual clues alone will be sufficient to determine meaning. For others these clues will be necessary to select the appropriate meaning among several dictionary options. Take note of the archaic meanings of some words and alert the students that these definitions may be listed last or separately in the dictionary entry. Some worksheets contain additional sections such as key people and places, unusual phrases and expressions, and may occasionally ask for supplementary information which is optional, but very instructive. The teacher will want to work through these sections with students to insure adequate understanding.

You might ask if a guide is really necessary to read a book. Is the student not just working to improve reading skills while being taught to enjoy reading a book? Certainly it is the case that the more a child reads, the more he should improve his skills, but quantity is not the only issue. Once a child has received adequate phonetic training he should learn how to read a book. Most educators using this guide will be teaching children in the grammar stage, generally understood to be during the elementary years in a classical education. (For a thorough understanding of classical Christian education we recommend reading *Recovering the Lost Tools of Learning* or *The Case for Classical Christian Education*, both by Douglas Wilson.) The basic goals of reading in the grammar stage are as follows:

The student should be able to:

1. Fluently read a given selection orally.
2. Show an increased desire for reading.
3. Show comprehension on a literal and inferential level.
4. Demonstrate an increased vocabulary.
5. Identify basic biblical values in the literature being read.
6. Identify various styles (myths, poems, fantasy, fiction, nonfiction, etc.)

Answers to the questions are found in the back of the guide. Although the answers in the guide appear in an abbreviated form, the students' answers should be in complete sentences, and they should restate the question in their answer.

Example:

Question: What is Sir Guy's "real" reason for going to Gamwell Hall?

Answer: Sir Guy's "real" reason for going to Gamwell Hall was because he hoped to find out where Robin Hood was.

Such writing practice trains the student to answer thoroughly, completely and with proper grammar. Another reason is to encourage integration. We want students to understand that how they write something is as important as what they write.

You may wonder how to grade the student's work in this guide. Keep it simple. Unless otherwise indicated you should assume that each question is worth five points.

ROBIN HOOD

Prologue and Chapter 1

1. In approximately what year does this story begin?

2. Why did the Saxons distrust and dislike the Normans?

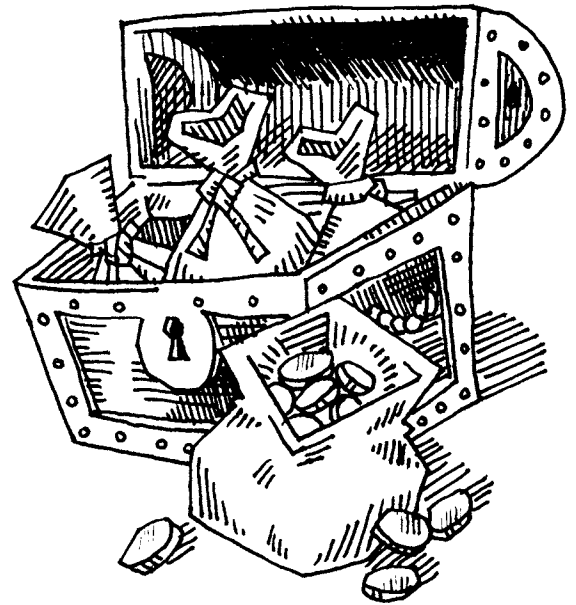
3. Where was Robert Fitzooth born?

4. What happened to King Richard?

5. How does King John get more money and land?

6. Why were the Sheriff's men going to punish Much, and how were they going to do it?

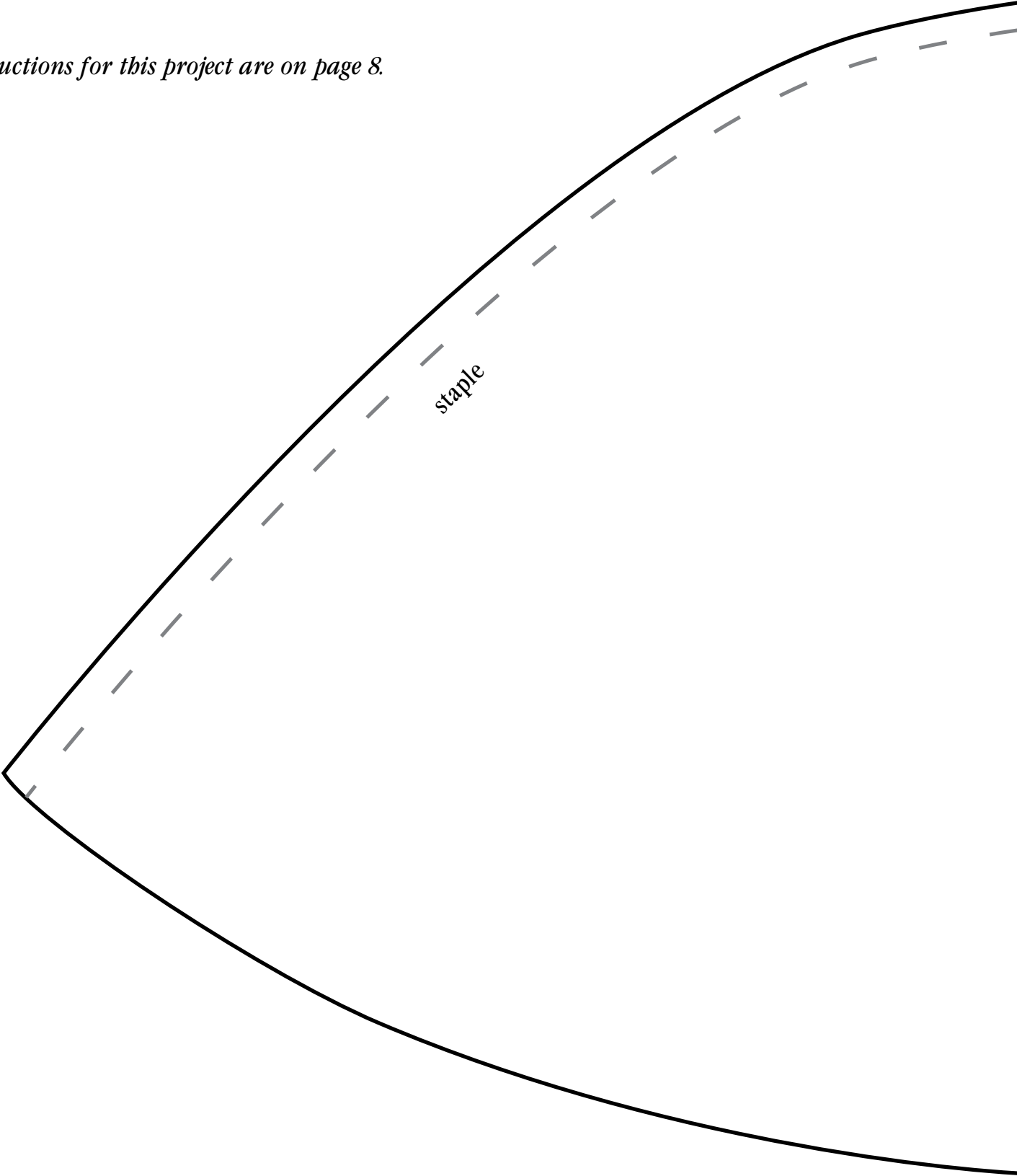
7. Who do you think killed Much? (Hint: Read Will Scarlet's comments.)

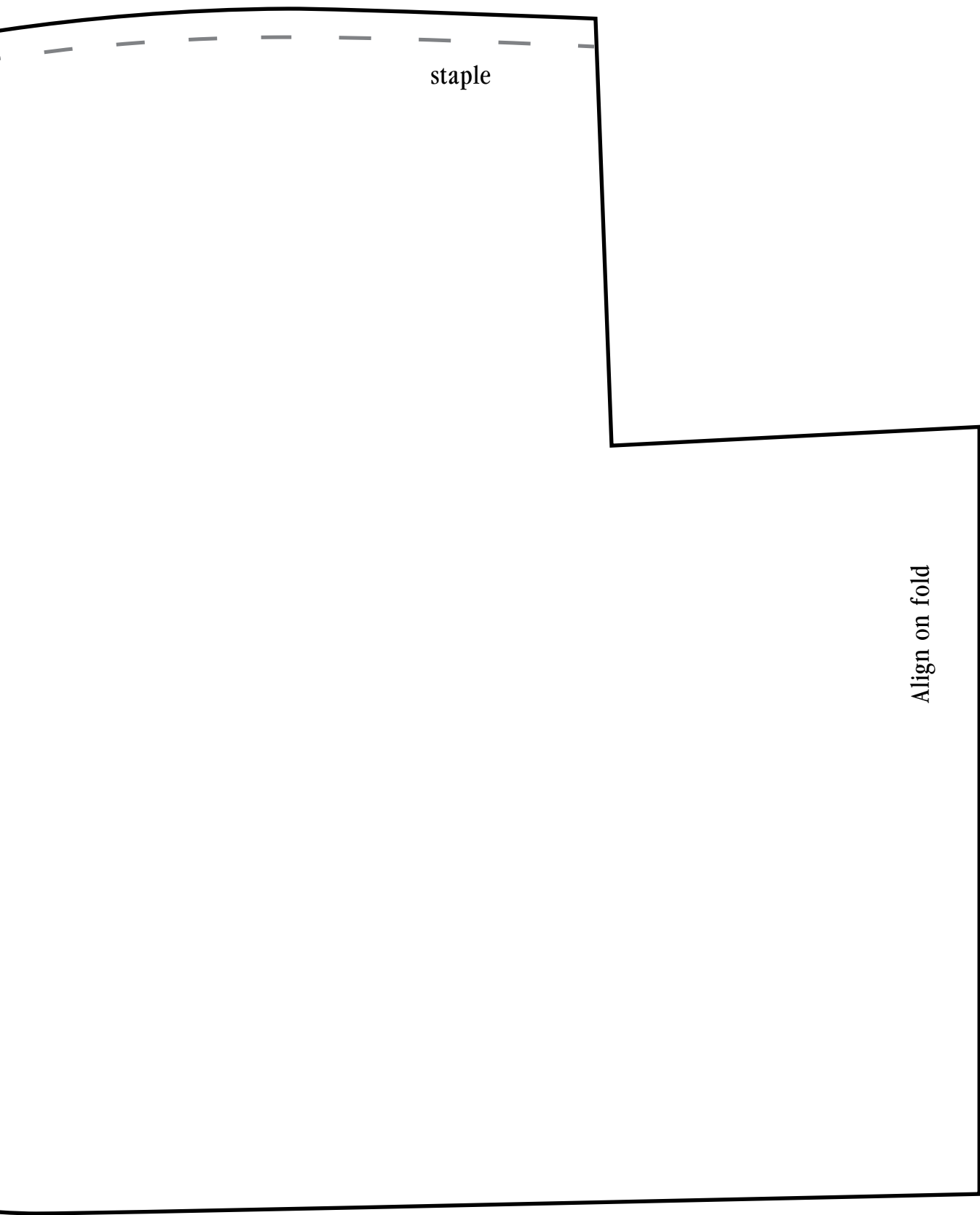


ROBIN HOOD

Project—Robin Hood's Hat

Instructions for this project are on page 8.





ROBIN HOOD

Project—Robin Hood's Hat

You may use either tissue paper or felt to make this simple hat. If using felt, sew a seam where stapling is indicated.

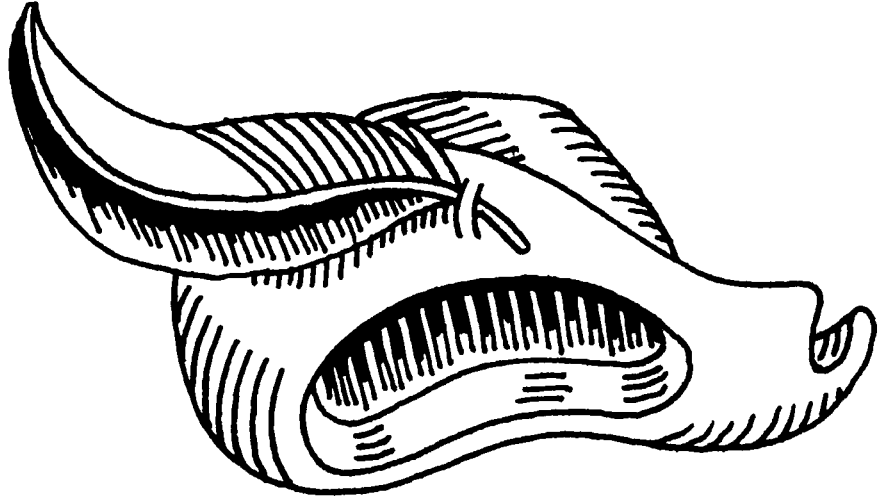
Supplies:

hat pattern

scissors

2 pages of green tissue paper
(20" x 20") or green felt
(about 30" x 10")

staples or needle and thread

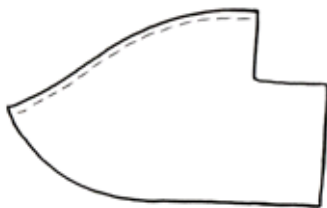


Directions:

1. Cut out the pattern on pages 6-7.

2. Stack the 2 sheets of tissue on top of one another then fold from corner to corner (forming a triangle). The hat will be 2 sheets thick.

3. Lightly trace the pattern onto the tissue paper. Align the fold of the pattern to the fold of the paper.



4. Carefully, cut the paper along the solid pattern lines.

5. Staple or sew along the upper edge as indicated.



6. Open up the hat. Push up the back portion to form a fold that is perpendicular to the stapled seam. Staple the new fold.



7. Turn the hat right side out with the staples facing in.

8. Fold up the flaps of the hat. Colorful feather optional.



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Chapter 2

1. What do you think “Waes heal!” means?

2. How old is Robert Fitzooth now?

3. Who are the two palmers?

4. To whom is Robert Fitzooth loyal?

5. What did it mean to be declared an outlaw? (BONUS: How does this compare/contrast with what you read in *Rolf and the Viking Bow*?)

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Chapter 2, Page 2

6. What is King John's accusation against Robert?

7. Of the two churchmen, who condemns Robert and who defends him?

8. Why do you think Sir Guy wants to go with Brother (Friar) Michael to Arlingford Castle?



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Chapter 3

1. How has Lord Fitzwalter's attitude toward Robin changed?

2. Where is Friar Tuck going?

3. What does Marian decide to do?

4. What decision does Robin permit his men to make?

5. What promise does he ask of those who turn back?

6. What promises does he ask of those who stay with him?

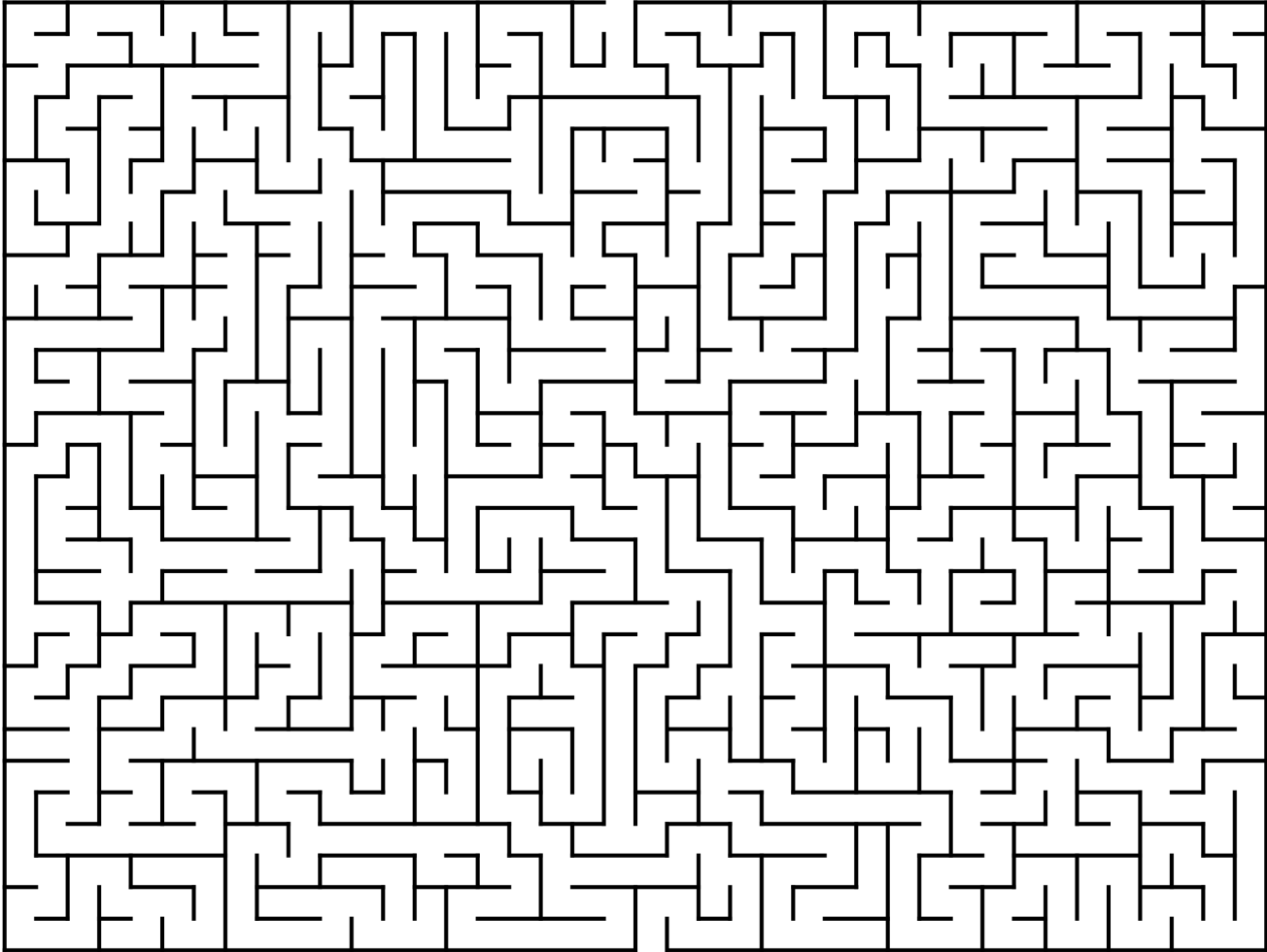
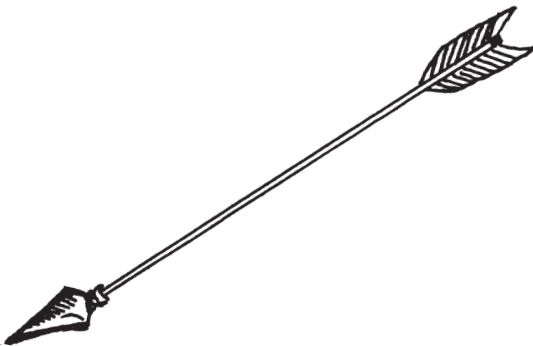
7. What does Robin mean when he says “. . . His annointed servant Richard, king by right divine . . .”?



ROBIN HOOD

Project—Maze

Help Robin find Marian.



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Chapter 4

1. What is Will Scarlet's true reason for entering Locksley Hall?

2. Where does Much hide?

3. What is meant by "... irons that can be heated and the rack that will pull many a truth ..."?

4. What are a Maypole and a Maydance?

5. How does Robin save Will?

6. What does this phrase "... the Sheriff setting a good example for speed in escape ..." tell you about the Sheriff's character?



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Chapter 5

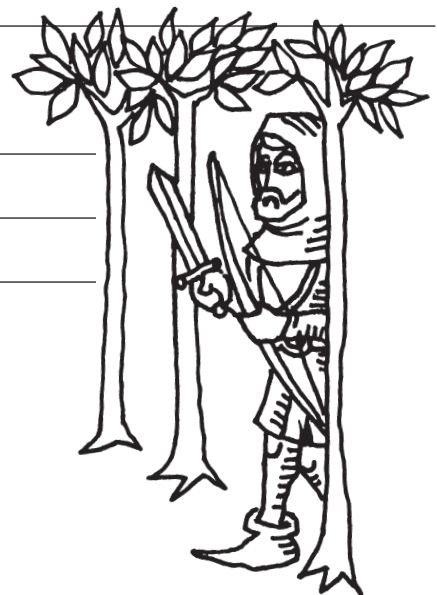
1. Why does Robin go out into the wood alone?

2. What does “the stranger” mean when he tells Robin he’ll “tan (his) hide?”

3. Describe their little battle on the bridge and its outcome.

4. How does Robin react to being beaten?

5. Why is the stranger given the name Little John?



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Chapter 6

1. In your own words, describe the kind of guest Robin wants Little John to bring back.

2. Why is it humorous when Robin reports that he has “fasted three hours?”

3. How does the knight feel about the possibility of fighting with King Richard in Palestine?

4. In history, what were these military campaigns to the Holy Land called?

5. The knight makes a comment about his friends. Explain what he means.



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