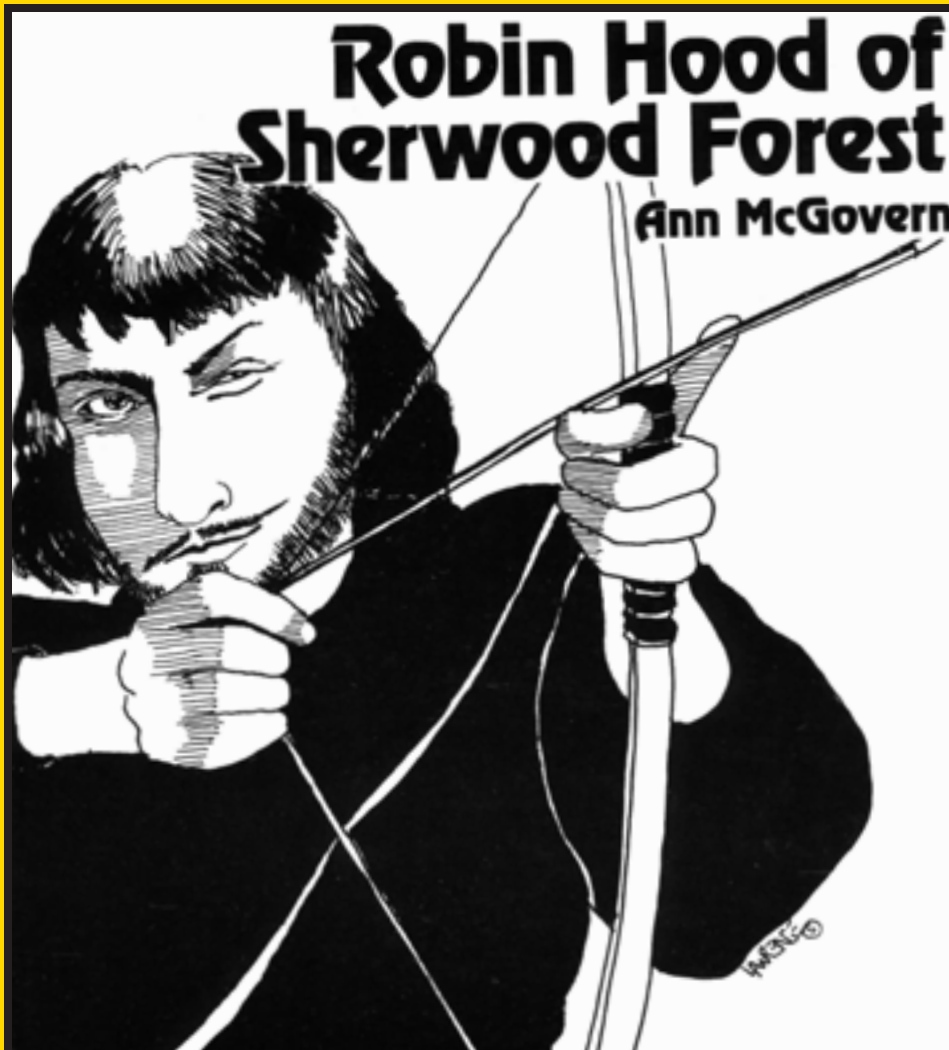


Novel·Ties



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Robin Hood of Sherwood Forest*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or group of chapters; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES

1. A legend is a story handed down from earlier times that may not be true, but is widely accepted as historical fact. Before you begin reading this book, work with a small group of your classmates to discuss what you already know about the legendary hero Robin Hood. Do any of the members of your group know different versions of the same story? What do all of your stories have in common?
2. Chivalry was the knight's code of ideal behavior binding him to be honorable and brave, to protect the weak, and to treat enemies fairly and generously. In what modern heroes do we still see the qualities put forth in this medieval code of behavior? As you read about Robin Hood, consider how his actions incorporated the ideals of chivalry even though he was an outlaw.
3. On a map of England, locate the following places that are mentioned in the book:
 - London
 - Nottingham Town
 - Sherwood Forest
4. Do some research on the Middle Ages to find out about the time that Robin Hood may have lived. Find out about the rigid caste system that governed all aspects of people's lives and the inability to move from one social class to another. Think about this as you read about Robin Hood who became an outlaw after breaking the law as a young knight.
5. Find pictures that show how people lived during the Middle Ages. Look for pictures of a castle and a home where a serf or peasant might have lived. How did people dress? Find pictures to compare the clothing of aristocrats to those of the lower classes. Bring these pictures into your classroom and display them on the bulletin board while you read the book.
6. **Cooperative Learning Activity:** Work with a group of your classmates to create a profile of a hero. Make a list of those characteristics you would expect to find in a heroic character. What characteristics would you not expect to find? As you read the book, notice whether or not Robin Hood conformed to this profile.

Chapters 1, 2 (cont.)

Questions for Discussion:

1. Why do you think Robin accepted the forester's dare? What did this reveal about his character?
2. Do you think that it is criminal to act against laws that you believe are unjust?

Literary Device: Simile

A simile is a figure of speech in which two unlike objects are compared using the words "like" or "as." For example:

It was a merry May morning, and Robin Hood walked with a bold heart and steps as brisk as the winds that blew through Sherwood Forest.

What is being compared?

What mood does this create?

Find other examples of similes in Chapters One and Two.

Writing Activity:

Work with a small group of your classmates to write at least seven vows that might apply to anyone who enters the grounds of your school. Reread Robin Hood's vows in Chapter One before you begin.