

The Legend of Robin Hood

The famous outlaw hero comes to life in an adventure-filled play

About the Story

Lexile: 800L (captions)

For qualitative complexity factors, go to Scope Online.

Learning Objective: to write an additional scene staying true to the characters, events, and themes of the play

Key Skills: text structure, character, theme, text features, interpreting text, key ideas and details

Essential Questions:

- What is justice?
- What is a hero?
- What do legends tell us about history?

Standards:

The article and lesson support these Common Core anchor standards: R.1, R.2, R.3, R.5, R.9, R.10, W.2, W.9, SL.1, SL.2, L.4, L.6

For more standards information—including TEKS—go to Scope Online.



Your Teaching Support Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Vocabulary
- Text-to-speech

Recommended pairings from the Scope archives:

- Multi-Genre Collection: What Makes a Hero?

Skill Building Activities to print, project, or share digitally:

- Preparing to Write: Plan Your Scene
 - Close Reading and Critical Thinking
 - Vocabulary: Definitions and Practice
 - **Literary Elements:** Theme Anticipation Guide, Character Thinking Tool
 - **Core Skills Workout:** Inference
 - Choice Board
 - Quiz*
 - Contest Entry Form
- *Available on two levels

Step-by-Step Lesson

Close Reading, Critical Thinking, Skill Building

1. Preparing to Read

10 minutes

Do-Now: Theme Anticipation Guide (5 minutes)

- Project the **Theme Anticipation Guide**. As students enter the classroom or join your virtual meeting, have them write down whether they agree or disagree with each statement. Take a quick poll, then ask volunteers to briefly explain their responses. Alternatively, share the **interactive version of the activity**, allowing students to respond digitally and view their classmates' responses to each statement in real time.

Preview Vocabulary (5 minutes)

- Share **Vocabulary: Definitions and Practice** and review the words as a class. Optionally, assign the practice **activity** for homework. Highlighted words: *bounty, brawn, idle, loathe, perceptive, shire, valiantly, varlet*

2. Reading and Discussing

45 minutes

- Choose students to read aloud the captions throughout the play, as well as the sidebar "Medieval Society." (You might want to explain that "medieval" refers to the period in European history between approximately the 5th century and the 14th century. The medieval period is also referred to as the Middle Ages.)
- Have a volunteer read the As You Read box on page 19 of the magazine or at the top of the digital story page.
- Assign parts and read the play as a class.
- Break students into groups to discuss the following close-reading and critical-thinking questions. *Tip: If you're remote, you can have each group respond in a shared doc or discuss the questions in their own chat rooms; you can also make the questions an asynchronous assignment.*

Close-Reading Questions

(10 minutes)

The following questions can be shared in printable or interactive form.

- 1. What is the purpose of the prologue? How is it different from the rest of the play?** (text structure) *The purpose of the prologue is to establish important background information about the characters and the setting: the year; that a corrupt prince is demanding heavy taxes; that in Nottingham, the sheriff collects taxes using violence and keeps most of the money for himself; and that Robin Hood and the Merry Men live as outlaws, stealing from the rich and giving to the poor. The prologue differs from the rest of the play in that the characters speak directly to the audience and there is no plot—it's just exposition. In the rest of the play, the characters are not aware of the audience, and the plot is developed.*
- 2. In Scene 1, Robin Hood gives food to Much and then says, "Tell your father Robin Hood will not let your family starve." Why might Robin say this?** (text structure, character) *Answers will vary, but students may suggest that Robin wants to build support among the people, so it's important that they know of his work on their behalf.*
- 3. At the end of the play, when Lady Marian saves Robin Hood and joins the Merry Men, she says, "I only regret that I did not join them sooner!" What clues are there earlier in the play that Lady Marian might take Robin's side?** (text structure) *In Scene 3, Lady Marian refuses the necklace that Sir Guy took from a villager who was unable to pay her taxes. Marian says, "This villager was not born into nobility as we were. Why should she be punished for her poverty?" This exchange suggests that Lady Marian shares Robin's sympathy for the poor and his disgust with those who would abuse them. There are also hints that Lady Marian likes or approves of Robin in a personal way. For example, in Scene 3, she smiles at Robin's witty comment. And in Scene 4, she smiles at Robin and looks back at him as she leaves. In Scene 8, Marian's concern for Robin is obvious as she sneaks into the dungeon where Robin is being held so that she can talk to him.*
- 4. Consider what the sidebar "Medieval Society" says about the class system in England. How is this information reflected in the play? What other ideas about the class system are developed in the play? Explain.** (theme, text features) *The presence of a class system is reflected in the play: Lady Marian, Sir Guy, and Robin Hood are nobles (though Robin Hood chooses not to live as a noble); Much is a villager; Sir Guy refers to "commoners and peasants" in Scene 3; and Robin gives out food to hungry villagers in Scene 6. The sidebar's statement that life was very difficult for those in the lower classes is also reflected in the play: Much is portrayed as poor, the commoners and peasants that Sir Guy refers to are poor, and the villagers in Scene 6 do not have enough to eat. The play also develops the ideas that the upper classes were unsympathetic or even cruel to those in the lower classes and that there was corruption among members of the upper classes. These ideas are developed starting in the prologue, when Robin*

and his men explain that the “corrupt” Prince John is in power and that the Sheriff of Nottingham uses violence to collect taxes and keeps most of the money for himself. These ideas are further developed when Sir Guy reveals that he has taken the necklace from a villager who is unable to pay her taxes and says, “I have no pity for commoners and peasants. If they worked harder, they would have plenty,” and when, in Scene 8, Robin refers to a boy who was executed for stealing flour for his starving family.

5. In Scene 8, Lady Marian says, “But laws must be followed, or there will be no justice.” Robin Hood responds, “Justice? Tell that to the widow whose son was executed for stealing flour for his starving family.” Explain what Robin means. (interpreting text) Robin is defining justice as what is just—that is, what is fair and correct—by ethical or moral standards, not according to the law. He is saying that the laws are not just, so there is no justice in following them or carrying them out.

Critical-Thinking Questions

(10 minutes)

The following questions can be shared in printable or interactive form.

1. Robin breaks the law because he thinks that the laws are unfair and that the people making and enforcing those laws are corrupt. What is your opinion of Robin’s actions? Are there any problems with people deciding whether or not to obey the laws based on whether they believe the laws are just? *Answers will vary.*
 2. Stories about Robin Hood have been popular for hundreds of years. Why do you think these stories have endured? *Answers will vary. Students may suggest that in some ways, the world has not changed that much since these stories were first told. Even if we no longer have a formal class system, society is still divided into those with great power and wealth and those without; Robin Hood stories appeal to our sense of fairness, presenting a hero who fights for what is fair and morally correct, who takes the side of the oppressed—of the little guy—against the rich and powerful oppressors. Plus, the stories are full of adventure and romance, both of which have timeless appeal.*
- Revisit and reflect on the statements from the **Theme Anticipation Guide**. Discuss: Did reading the play develop, confirm, or change your position on any of the statements?

3. Skill Building and Writing

30 minutes

- Have students complete **Preparing to Write: Plan Your Scene**. This activity will help them organize their ideas in preparation for the writing prompt on page 23 in the printed magazine and at the bottom of the digital story page.
- Alternatively, have students choose a culminating task from the **Choice Board**, a menu of differentiated activities.

Recommended pairings from the Scope archives:

Multi-Genre Collection: [What Makes a Hero?](#)