



Robin Hood Unit Study
and Lapbook Printables

Robin Hood

Book by Margaret Early

Unit study by Wende

Summary: The heroic tale of Robin Hood, the greatest archer of them all, and his band of “merry men” who lived long ago in England’s Sherwood Forest, has been romanticized in ballads, plays, folktales, and films. This new version captures all the charm of this timeless story in the text and in magnificent illustrations that perfectly evoke its medieval origins.

Note: There are some mature themes throughout this book that may not be suitable for every family. Some themes include violence and killing, arranged marriage, corruption, etc. Please preview before sharing with your children.

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Intro - Lessons to be Used Throughout Book –

Social Studies

History - A Little Background –

This story takes place in England, during King Richard’s reign from 1189 to 1199. The middle ages, also called medieval times, are the period of European history beginning at the downfall of Rome in 476AD until about 1500AD.

During the middle ages, the form of government and society that was set up was called the feudal system. It was based on the ownership of land. While the king of a region owned all the land, he could give possession of tracts to those who worked for and pledged allegiance to him. People were separated into different classes during the middle ages. There was the nobility, or vassals, which was composed of people having hereditary title, rank and privileges. The nobility included those that worked directly for the king, mainly having the job of protecting the kingdom. Then there was the clergy, who were in charge of the

spiritual needs of society. And then there were the peasantry, also called serfs, who worked for the nobles, cultivating the lands and performing the manual labor. Lastly, there were slaves. Many of the nobles owned slaves, who may have been prisoners captured in war, or people who actually sold themselves to the nobles in order to survive. The dream of the serf was to become a nobleman, and the dream of the nobleman was to become a knight. We will discuss more about the different roles people played, and the lifestyles they lived, throughout this unit.

History - Medieval Occupations –

You will encounter a wide variety of occupations throughout this book. Some of them you will be familiar with, and others are now obsolete. Keep a list of the various occupations in your notebook, each with a brief definition. When possible, identify the class of each occupation, i.e.: ruling class, noble, clergy, or serf. Print out as many [Medieval Occupations Notebook Pages](#) as you need.

History – Medieval Weapons –

The Middle Ages was a very violent period in history and all men were expected to know how to use many weapons to protect and defend the kingdom. There were different weapons for different kinds of attacks, and you will be introduced to many of them throughout this book. As you come upon the lessons in each chapter, you can include the various weapons on [Medieval Weapons Notebook Page](#). (Print on cardstock (front and back) three-hole punch, and glue components to page for notebook)

Legends –

The story of Robin Hood is a legend that has captivated readers and writers for centuries. A legend is a story that is thought to hold some historical truth, and has been preserved through the years by tradition and popularity. The earliest accounts have been traced to ballads written in the 14th century, and in the following two centuries, dozens of long poems, ballads, and dramas fleshed out the story. There have been versions and/or mentions of Robin Hood told by prominent authors such as Sir Walter Scott, John Keats, and Howard Pyle. Some people believe that Robin Hood was an actual person, and he is identified by various names such as Robert Fitzooth, the earl of Huntington, Robyn Hode, and Robert Hood. Others believe that Robin was not a real person and that the stories about him were developed as a way for oppressed people to express their discontent with overbearing government authorities, laws restricting hunting and

farming rights, dishonest church officials, and other social injustices. Most of the legends about Robin Hood do accurately portray him in real settings with real people.

With the growth of media in the 20th century, many movies appeared telling the legends on Robin Hood to modern generations. Try to obtain at least one version to view while sharing this unit. Some possibilities are *Robin Hood* (1922), a silent film starring Douglas Fairbanks, *The Adventures of Robin Hood* (1938), an action-adventure with Errol Flynn, *Robin Hood: Prince of Thieves* (1991) starring Kevin Costner, or an animated version such as Disney's *Robin Hood*. (Note: Please preview all to determine suitability for your family)

Language Arts

Vocabulary –

There will be lots of new words to learn in this book. Some chapters have activities such as word finds, or crossword puzzles to study your vocabulary words. Other words and their definitions can be written on [Vocabulary Webs](#) or [Vocabulary Scrolls](#).

Characters –

You will meet many interesting characters in this story. Some of them have good, Godly characteristics, and some are corrupt and evil. You will be looking at the various characters as they come up in each chapter, and will reflect on their physical and character traits. A physical trait tells what a person looks like, and a character trait tells what a person acts like. There will be notebooking pages for each of the characters in appropriate chapters, but if you would like to do a character sketch of a character not included, here is a [Blank Character Sketch Sheet](#).

Conflict –

Conflict is the clashing or colliding of thoughts, feelings, or actions in a story. There are five basic types of conflict. Many of these conflicts are found throughout this story. As you discover them in each chapter, record them on [Conflict Worksheet](#), along with their resolutions, if applicable. The five types of conflicts are:

Man vs. Man: this is when one character in the story has a problem with one or more other characters in the story.

Man vs. Society: this is when a character has a conflict or problem with some element of society. It could be problems with school, the law, the accepted way of doing things, etc.

Man vs. Himself: this type of conflict comes up when a character has trouble deciding what to do in a given situation.

Man vs. Nature: this is when a character has a problem with some natural occurrence, such as a snowstorm, an avalanche, a volcano, etc.

Man vs. Fate (God): This is when a character battles what seems like uncontrollable, coincidental problems.

Art

Illumination –

In early medieval times books were all hand written. These hand written books were called manuscripts. Many were carefully decorated with beautiful pictures or designs in a variety of colors called illumination. Designs such as animals, leaves, berries, geometric designs, and fancy lettering were used to help tell the story and keep it interesting to the readers. Margaret Early, author and illustrator of *Robin Hood*, replicated this style of medieval book making beautifully. As you read through the book, please take the time to really explore the paintings and the borders. Notice the gold accents, replicating the gold leaf that was used. Gold leaf is gold that has been pounded into very thin sheets. The sheets are then rubbed over the pages of manuscript, where they are carefully glued down in just the right places. A beautiful go-along book about a Middle Ages illuminator is [Marguerite Makes a Book](#) by Bruce Robertson.

1. How Robin Hood Became an Outlaw

Bible/Character

Robin Hood's rules were simple. They were never to harm the poor, the old, or any woman or child. They were to take only from the rich and give this money to the poor. How does this compare to the word of God?

Read Luke 14:12-15: "Then said he also to him that bade him, When thou makest a dinner or a supper, call not thy friends, nor thy brethren, neither thy kinsmen, nor thy rich neighbors; lest they also bid thee again, and a recompense be made thee. But when thou makest a feast, call the poor, the maimed, the lame, the blind: And thou shalt be blessed; for they cannot recompense thee: for thou shalt be recompensed at the resurrection of the just.

Read James 2:15-17: If a brother or sister be naked, and destitute of daily food, And one of you say unto them, Depart in peace, be ye warmed and filled; notwithstanding ye give them not those things which are needful to the body; what doth it profit? Even so faith, if it hath not works, is dead, being alone.

The Bible does command us to help the poor, to take care of orphans and widows. (James 1:27- Pure religion and undefiled before God and the Father is this, To visit the fatherless and widows in their affliction, and to keep himself unspotted from the world.) But, the Bible also tells us that it is wrong to steal (Exodus 20:15 Thou shalt not steal.).

Discuss the idea with your student that it is possible to do the *right* thing in the *wrong* way. Some possible topics of discussion include: What was right about what Robin Hood did? What was wrong? Was taking from the rich and giving to the poor "stealing"? If something was stolen from you, and you had to steal it back, would this be right or wrong?

Social Studies

Geography- England –

This story takes place in Sherwood Forest, in the county of Nottinghamshire, England, the hub of medieval life. Locate England on a world map, in the continent of Europe. England is part of the British Isles, which also includes Scotland, Ireland, and Wales. What body of water is to the west of England? What body of water is to the east of England? What channel separates England from France? Locate

London, England's capital, and also the most populated city in Europe. England is very industrialized, with oil production and car manufacturing being important to England's economy. Famous English landmarks are the London Tower and the London Bridge, and Big Ben.

[Medieval Britain Map](#)

[England Map and England Shutterfold](#)

Geography- Holy Lands –

The Holy Lands are the places in which Christ lived. They are located on the eastern edge of the Mediterranean Sea, and north east of Egypt. The entire area covered is slightly smaller than New Jersey. The Holy Lands include Galilee, Samaria, and Judea, and the Sea of Galilee and the Dead Sea. Jerusalem is at the center of the Holy Lands, and on the earliest maps, was considered the center of the world. Today, the Holy Lands are under the administration of Israel, and many people still make pilgrimages to the see where Jesus was born and where he was baptized, to see the Mountain of Temptation, and where he was killed. Look at a map of Asia. Locate the Holy Lands.

[Holy Lands Map](#) from 1142, in between the first and third Crusades.

King Richard the Lion-Hearted -

King Richard the First, also called Richard the Lion-Hearted, lived from 1157 to 1199. He became king of England in 1189 after his father, King Henry the Second's reign. Almost immediately, King Richard borrowed money wherever he could and prepared for the Crusades. King Richard was a great fighter and a famous Crusader, but he wasn't much help to the people of his kingdom because he spent so much time outside of England. In 1192, while returning from the Holy Land to England, Leopold, the Duke of Austria, captured King Richard because the King had insulted him. He was detained until a heavy ransom was paid, and King Richard finally arrived back in England in 1194. King Richard died in 1199 when he was struck with an arrow while attacking a castle in France. His brother John took his place as King. [King Richard Notebook Pages](#)

Crusades -

During the beginning of the Middle Ages, it was the custom of Christians to travel to holy places to worship. Because the early Christians could not read the Bible in their own language, they believed the priests who told them that their sins would be forgiven if they worshipped in the Holy Land, where Christ had lived. The trips

to the Holy Land were called pilgrimages, and the people making the trips were called pilgrims. For many years, Arabs, who would let the Christians come and go pretty much as they pleased, controlled the Holy Land. In the year 1071, that changed. The Holy Land was taken over by the Turks, who hated Christians. It became very dangerous for Christians to now travel to the Holy Land.

The pope had a large meeting in France and convinced the people to go and rescue the Holy Land from the Turks. Armies of people called Crusaders (crusade meaning cross in Latin) marched toward the Holy Land to fight the Turks. Peter the Hermit led this First Crusade. After much fighting and death, the Crusaders captured the Holy Land in 1099. Christian pilgrims could now visit there safely.

After a while, the Turks started growing in numbers again, and a Second Crusade went to the Holy Land to help protect it. King Louis of France and King Conrad of Germany led this crusade. This crusade was unproductive and many were killed.

By 1187, the Sultan of Egypt, Saladin, united the Turks and the Arabs, as well as other Muslim nations, to take back the Holy Land. This began the Third Crusade, in 1189, the crusade in which King Richard the Lion-Hearted was involved. King Philip of France and his armies helped King Richard, until the two kings had a nasty quarrel and the French king returned home. Most of the Holy Land did remain in the hands of the Muslims, but King Richard and Saladin finally made a treaty that allowed the Christians to travel to the Holy Land in peace in 1192.

There were other crusades that followed, including the Fourth Crusade, and the Children's Crusade. You may want to research these further as interest warrants.

On a [Euro-Asia Map](#) trace a route that the Crusaders may have taken from England to the Holy Lands. What bodies of water did they cross? What countries did they travel through?

[Crusades Accordion Flap Book](#)

Normans and Saxons –

Prince John cared little about his Saxon subjects, showing favoritism to the Normans. The Saxons were a group of people from Saxony, Germany who helped the Angles and Jutes invade England in the fifth and sixth centuries. All of the descendants of these people were also called Saxons. The Normans were a group

of people from Scandinavia, and later France, who conquered England (including the Saxons) in 1066 under the leadership of William the Conqueror. The Normans were generally a large, strong group of people (picture Vikings), and were constantly at odds with the Saxons.

[Norman and Saxon Double Matchbook](#)

Medieval Occupations –

Refer to general lessons above. Record occupations on Occupation Worksheet. Next to each one you'll find a letter to identify the class. R=Ruling Class; N=Noble; C=Clergy; S=Serf;

King – (R) – The male ruler of a kingdom.

Prince – (R) – a non-reigning male member of a royal family.

Sheriff – (N) - The sheriff was an important official of a shire or county charged primarily with judicial duties.

Earl – (N) – member of nobility, also called a *count*

Weaver – (S) – a person who weaves clothe

Miller – (S) - someone who milled either grain, clothe, or wood.

Lords – (N) - the owner of a manor under grant of the crown

Bishops – (C) - high-ranking officers of the Church

Science

Survival in a Forest –

Humans have some very basic needs to be met for survival. Among them are water, food, and shelter. Living as outlaws in the forest, how do Robin and his friends find these basic needs? They get their water from the streams, and the woods are “abounded in wild game and streams of fish” to keep them in food. For shelter they build log huts and live in “caves to keep them warm and dry”. They are resourceful living in the woods, and are faring out better than some of the subjects

who died of starvation. Imagine yourself being stranded in the woods. How would you survive? Would you know which nuts or berries are ok to eat? Do you know how to hunt and cook your prey? Where could you find water? What would you do for shelter? Write a survival story about yourself. Many nature centers have classes to tell you what is edible in your local environment. Use as many realistic elements in your story as possible. Research ways to obtain drinking water when there isn't any clean, running water available. Read other survival stories such as *Robinson Crusoe*.

Math

Timeline

As you read through this story and learn more about the middle ages, you may want to keep a timeline to record important events. You can use this [Dated Timeline](#) that has dates pertinent to this book, or the [Undated Timeline](#) to record your own dates. Some dates you will come across:

476 AD – Beginning of Middle Ages

1096 - 1099 AD – First Crusade

1189 - 1192 AD – Third Crusade

1189 - 1199 AD – reign of King Richard the Lion-hearted

c. 1250 AD – approximate time of Robin Hood's Death

1500 AD – End of Middle Ages

Language Arts

Vocabulary –

Record definitions on Vocabulary Scrolls or Webs.

Outlaw – a person who habitually breaks or defies the law

Renowned – being famous

Archer – one who shoots with a bow and arrow

Avenge – to take vengeance; to exact punishment on behalf of someone else

Seizing – to forcibly and suddenly take

Essay Question –

Would you rather be a slave in a castle or a free man in the forest? Why?

Conflict -

Referring to the lesson on Conflicts, identify the conflict and the resolution found in this chapter. Record information on Conflict Worksheet.

Character Sketch –

What do we learn about Robin Hood in this chapter? What are his strengths? His weaknesses? Begin to complete [Robin Hood Character Sketch](#) and continue it as you learn more about him in future chapters.

Art

Sherwood Forest -

Robin Hood lives in Sherwood Forest, near the town of Nottingham. As you read all the details about Sherwood Forest, create a bird's eye view drawing of Robin's home. Remember to include the secret hideout, the cave(s), and the stream(s). You will be adding details in future chapters, so you may want to do it in pencil.

Lincoln Green –

Lincoln Green was the color worn by Robin Hood and his friends of Sherwood Forest. The color was named after Lincoln, the county seat of Lincolnshire in NE England. Have fun mixing up colors to come to Lincoln green. What two colors make green? (Blue and yellow) How do you lighten the green? (Add white) How do you darken the green? (Add black) Keep mixing up colors until you came to a green that matches that of the illustrations. Then paint a picture of Robin Hood wearing a cloak of Lincoln green.

2. Robin Hood Meets Little John

Bible/Character

Right-Hand Man –

Robin Hood makes Little John his “right-hand man”. A “right-hand man” is someone who is favored and that you can count on. Throughout the Old Testament, a father or grandfather would show favor by blessing with his right hand (Genesis 48:14). In Psalm 16:8, David speaks of the Lord being at his right hand, bringing him a glad heart.

Who will God hold at his right hand?

Mark 16:19

So then, when the Lord Jesus had spoken to them, He was received up into heaven and sat down at the right hand of God. (NASB)

Matthew 25:31-34

When the Son of man shall come in his glory, and all the holy angels with him, then shall he sit upon the throne of his glory: And before him shall be gathered all nations: and he shall separate them one from another, as a shepherd divideth his sheep from the goats: And he shall set the sheep on his right hand, but the goats on the left. Then shall the King say unto them on his right hand, Come, ye blessed of my Father, inherit the kingdom prepared for you from the foundation of the world: (KJV)

Hebrews 10:12-13

...but He, having offered one sacrifice for sins for all time, sat down at the right hand of God, waiting from that time onward until His enemies be made a footstool for His feet. (NASB)

Are you anybody's right-hand [wo]man? Who is your right-hand man?

Social Studies

Human Relationships - Being a Good Loser –

Robin Hood was always a good loser, especially when someone else won fair and square. If you are a good loser, you realize that you can't win all the time. A good loser also knows that losing doesn't make you a bad person any more than winning makes you a good person. A good loser will lose graciously and will congratulate the person who won, making the winner feel as though they did well and deserved to win. The opposite of a good loser is a bad loser or a bad sport. Have you ever played a game with someone who got very upset about losing, sometimes even pouting, crying, or throwing a tantrum because they lost? That is what a bad loser does. They make a winner feel bad for winning, and will sometimes even lie or

cheat to avoid losing. When you are playing a game, make sure to remember to be a good loser (or winner!) or people won't want to play with you again.

Medieval Occupations –

Continue adding to your list of Medieval Occupations. Next to each one you'll find a letter to identify the class. R=Ruling Class; N=Noble; C=Clergy; S=Serf;

Farmer – (S) – a farmer was a person in charge of farming a section of the king's or a noble's land.

Medieval Weapons –

Robin and Little John fought with staves. Add [Quarterstaff Accordion Fold](#) to you Medieval Weapons Page.

Quarterstaff – A quarterstaff was a long pole, about 6 to 9 feet, made of hardwood. They were sometimes reinforced with an iron tip. This bludgeoning weapon was used to sweep, club, or strike an opponent in close proximity. Because a quarterstaff, also called simply a staff, was a cheap weapon to make, it was common among the peasants as well as the higher classes. A person trained to use a quarterstaff was required to be very agile and had to learn to whirl the heavy pole in defense against an attack.

Science

Levers –

Robin Hood and Little John fought with staves. They used the staves as levers, which are simple machines that make our muscles feel stronger. Levers can be short or long. They can be curved or straight. Sometimes two levers are used together, such as a pair of pliers, and other times they can be used by themselves, such as a long stick used to pry on something. The longer the lever, the more "leverage" you have. The simplest kind of lever is a straight board and something to rest it on, called the fulcrum. You will be familiar with a big lever at the playground, a see saw. Levers make pushing and lifting easier, because they balance out weight. Examine the picture of Little John standing on the bridge. Little John has his right hand on the fulcrum. If the fulcrum were too far either right or left, the staff would not be balanced and would be harder to handle. Look where

Robin's hand is! Look around your house and see how many different levers you can identify.

Math

Word Problems –

If Little John poached 3 fish a day for 45 days, how many fish did he poach?

If Little John poached 38 fish a month for 6 months, how many fish did he poach?

Little John ate 2 pounds of fish a day. If each fish weighed just 8 ounces, how many fish did he need to catch?

Little John is 6'3". Robin is 5'10". How much taller is Little John?

Language Arts

Vocabulary-

Record definitions of unknown words on the scrolls or webs.

Stout – strong; bulky; tough

Parried – avoided a weapon or a blow

Opponent – acting against someone; enemy

Clout – a heavy blow

Hefty – forceful

Poaching – trespassing on to someone's property for the purpose of taking game or fish

"Fleet of foot" – moving swiftly

"Pray tell me" – "Please do tell me"

Conflict -

Referring to the lesson on Conflicts, identify the conflict and the resolution found in this chapter. Record information on Conflict Worksheet.

Character Sketch –

In this chapter we are introduced to Little John. What does he look like? What are his character traits? Begin to complete [Little John Character Sketch](#) and continue it as you learn more about him in future chapters.

Singulars and Plurals –

A noun names a person, place or thing. A singular noun refers to one person, place or thing, and a plural noun refers to more than one person, place or thing. Most times, a noun is made plural by adding an *s*. Sometimes though there are plural nouns that take on an irregular spelling. The plurals of nouns that end in *f* or *fe* are formed in one of two ways. If the final *f* sound is still heard in the plural form of the word, just add *s*. Examples are roof (roofs), and chief (chiefs). Sometimes the final sound may be a *ve* sound, and then you should change the *f* to *ve* and add *s*. Such is the case with the plural for staff, staves. Can you think of any other examples of words that change from *f* to *ves*? The plural of knife is knives. The plural of wife is wives. The plural of loaf is loaves. The plural of wolf is wolves.

Art

Sherwood Forest -

Add a wooden footbridge to your bird's eye view drawing from the previous chapter.

Illumination –

If you haven't already, read the lesson about illumination in the beginning of this unit. Now examine the illustration and border showing Little John on the bridge. What are some of the designs featured in the border? Can you find the flowers, leaves, berries, and animals? Can you see how the artist has tied it all together with intermingling vine? Using colored pencils, design your own border using some of these features. You could use your border paper to write a poem, or maybe for your copywork.

3. Friar Tuck Joins the Outlaws

Bible/Character

Word of God –

Robin's friends said, "We miss the Word of God" Why is the Bible so important?

II Timothy 3:16-17-

All scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness: That the man of God may be perfect, thoroughly furnished unto all good works.

Matt 4:4, Luke 4:4 -

Man shall not live on bread alone, but on every word that proceeds out of the mouth of God.

Elijah -

Elijah also sought refuge by a stream. Take some time to read/review this story with your student. (I Kings 17)

Social Studies

Medieval Occupations –

Continue keeping a list of Medieval Occupations. Next to each one you'll find a letter to identify the class. R=Ruling Class; N=Noble; C=Clergy; S=Serf;

Friar – (C) – a member of the Church that depends on charity for a living (more info in next lesson)

Abbot – (C) – a superior of a community in the Church

Friars –

The Roman Catholic Church, called the Church, was a very important part of medieval life in England. Because the printing press had not yet been invented, common people did not have access to the Bible and felt they had to get all their information and justification from the Church. The Church would tell them what to do, and what not to do, and the people were often told to give large sums of money and land to the Church to be forgiven of their sins. This made the Church rich, powerful, and unfortunately corrupt.

Michael Tuck was a friar. A friar was a member of the Church, under the leadership of an abbot who lived at an abbey. Friars worked out and about in the towns, helping the sick, teaching and preaching. Friars were beggars who depended on charity to make a living. Friar Tuck did not like the corruption in the Church, and he left it for a simple life in Sherwood Forest.

We will learn more about the Church and the role it played in medieval life in future chapters.

Human Relationships- Shaking Hands –

In the previous chapter we saw Robin Hood shake hands with Little John and in this chapter with Friar Tuck. Hand shaking has been a custom for hundreds of years, maybe even thousands. You often shake hands when you meet someone new, when you greet someone you haven't seen in a while, when you are leaving a gathering of people, when you are offering congratulations, and when you are agreeing on something, like a contract. Shaking hands is polite and shows confidence. Many historians believe that the handshake was developed in England during the Middle Ages as a way to make sure the person encountered wasn't hiding weapons in his sleeve.

There are many handshaking customs throughout the world, but most agree on the technique. Extend your right hand vertically with your fingers together and your thumb up and slightly to the side. The flap of skin between your thumb and forefinger, called "the web", should come in contact with the other person's "web", and then you close your thumb over the back of the hand and give a slight squeeze with your fingertips. The handshake should be firm, and not a "dead fish."

Practice your handshaking technique throughout the week.

Science

Anatomy – Bones

Adults have 206 bones in their body. Bones give your body structure; hold up your skin, and with the help of your muscles they keep you moving. Our skeletal systems include not only the bones, but also the connective tissues that hold them together. All of these bones must be able to move, so God designed the bones to be connected by joints that allow movement. What are bones made of? Calcium

and collagen work together to make our bones strong yet flexible. They also contain water, minerals, and cells that are all constantly changing and growing. Robin Hood and Friar Tuck carried each other across the stream on their backs. What bones helped Robin Hood and Friar Tuck when carrying each other?

Spine - Humans, like the vertebrates of the animal kingdom, all have backbones. Another name for a backbone is a spine. Our spines are made up of 33 separate little bones called vertebrae. In between the vertebrae are sandwiched soft cartilage discs, which act as cushions. The vertebrae move together to make your spine flexible.

Sternum – In the middle of your chest is a bone called the sternum. Most of your ribs are attached to this bone.

Ribs – Your ribs are flat, curved bones that join to your sternum and vertebrae, building a protective cage around your heart and lungs.

Pelvis – The largest bone in your body is your pelvis. It is a ring of bones in the lower part of your body. It supports your weight and helps you stand and move.

Label bones in [Human Skeleton Accordion Fold](#).

Math

Word Problems –

The Friar weighed 284 pounds. Robin Hood weighed 162 pounds. How much more did the Friar weigh?

It took Robin 30 minutes to get from his cave to Friar Tuck’s cave. He moved at a pace of 6 miles per hour (remember, he was “fleet of foot”). How many miles was it from Robin’s cave to Friar Tuck’s cave?

Language Arts

Vocabulary-

Complete Chapter 3 [Vocabulary Crossword Puzzle](#) (includes 2 to save paper)

Hermit - Somebody who lives in seclusion.

Habit – clothing associated with a particular profession, in this case a friar.

Scoundrel – a dishonest, unprincipled person

Abbey – a monastery under the jurisdiction of an abbot

Essay Question –

What would it be like to live in a cave? What would be the pros and cons?

Copywork –

Indira Gandhi said, "You can't shake hands with a clenched fist." Use this quote for copywork and reflect on its meaning. [Handshake Cursive Copywork](#)

Conflict -

Referring to the lesson on Conflicts, identify the conflict and the resolution found in this chapter. Record information on Conflict Worksheet.

Character Sketch –

What do we learn about Friar Tuck in this chapter? What does he look like? What are his strengths? His weaknesses? Begin to complete [Friar Tuck Character Sketch](#) and continue it as you learn more about him in future chapters.

Art

Sherwood Forest -

Add Friar Tuck's cave to your bird's eye view drawing from the previous chapter.

4. Christmas at Gamwell Hall

Social Studies

Medieval Occupations –

Continue keeping a list of Medieval Occupations. Next to each one you'll find a letter to identify the class. R=Ruling Class; N=Noble; C=Clergy; S=Serf;

Knight – (N) – Knights worked for the lords of the land to defend and protect the property.

Herald – (S) – a person working for a noble whose job it is to bear important news

Medieval Weapons –

Marion was skilled at many weapons, among them the bow and arrow, quarterstaff, and broadsword. We discussed the Quarterstaff in a previous chapter and will discuss the bow and arrow in a later chapter. Add [Broadsword Flap Book](#) to Medieval Weapons Page.

Broadsword – The Broadsword was a weapon used by knights in the Middle Ages. It was a 30” to 45” sword with a two-sided blade that was used to cut, not stab. It weighed approximately 3 to 5 pounds and was used as a close contact weapon. This deadly weapon could cut off the limb or head of an opponent with one stroke! A knight had to spend quite some time training to use the broadsword, in a place called the Pell, where they could practice cutting, slicing, and thrusting without threat to an opponent. Marian, being a female would not have been able to train as a knight, so she learned to use the Broadsword from Robin Hood.

Parts of a Castle –

The word castle means a large building or group of buildings. The purposes of the castle were to protect the people dwelling there and fight off the enemy. Learn about the various parts of a castle. To expand your study of castles, you may enjoy reading *Castle* by David Macaulay and/or play Castle Explorer, a CD-ROM published by Dorling Kindersley.

Great Hall – The Great Hall was the center of court life in the castle. It was located in the open courtyard within the castle walls. There was usually a large fireplace in the room. During meal times, the lord and lady would sit at a table on a raised platform. The Great Hall was where great feasts were held, and also where the lord or king would receive his vassals.

Drawbridge – The drawbridge is a platform that can be raised and lowered over a moat to permit entry into the castle.

Ramparts – A high castle wall that was used to shoot arrows or throw rocks from, in an effort to protect the castle.

Medieval Feast –

Sir Guy had planned an elaborate Christmas feast for his guests. Feasting was a very important part of medieval life. Cooks prepared oodles of delicious food and served it in beautiful ways. There were molded and sculptured pastries, all kinds of scenes decorated on the food with food paints, live jugglers jumping out of pies, and each new dish was introduced with trumpets and drums. People ate off of trenchers, a flat bread that resembled a plate. The guests had no forks, only spoons, knives they may have brought with them, and napkins. A well-written and illustrated book about medieval feasts is *A Medieval Feast* by Alike. It may be fun to plan your own medieval feast this week.

Culture: Christmas in England

Christmas is a holiday celebrated around the world on December 25th to honor the birth of Jesus Christ. In England, Father Christmas gives gifts. Children go from door to door singing Christmas carols in exchange for a treat and something warm to drink. In England, the day after Christmas is called Boxing Day. It comes from the Old English custom of opening the church poor boxes and giving the money to the poor. This day is a national holiday in England, Australia, and New Zealand. On this day, many enjoy outdoor events, such as a soccer game. It is also called St. Stephen's Day. It is also customary to have a special play called a Christmas pantomime put on that day.

Robin and Marian kissed underneath the mistletoe. The history of mistletoe goes back to ancient Scandinavia. It was considered to be the “plant of peace”, and if enemies accidentally met underneath it in the forest they had to lay down their weapons and maintain a truce until the next day. This ancient tradition eventually led to the practice of kissing underneath the mistletoe.

Science

Anatomy – Arm Bones–

Marian had strong wrists. This helped her to be a good archer. We previously discussed some of our skeletal system, and will now learn about the bones in the arm. Starting from the top:

Clavicle – a bone connecting your shoulder blade to your breastbone. Also called a collarbone.

Scapula – your shoulder blade. This bone moves as you pull back the bow.

Humerus - the upper arm bone, extending from the shoulder to the elbow.

Radius - lower arm bone, between elbow and wrist, on the same side as the thumb.

Ulna - lower arm bone, between elbow and wrist, on the same side as your pinky.

Carpals - Wrist bones

Metacarpals - bones in hand extending from wrist to phalanges.

Phalanges - Small finger and toe bones.

Identify and label arm bones in Arm Bones Simple Fold.

Math

Word Problems –

There were 120 guests at the feast. Each of them ate $\frac{1}{2}$ pound of venison and $\frac{1}{2}$ pound of pork. How much total meat did they eat?

Of the 120 guests, 70 of them were men and 50 of them were women. What fraction of them were men? What fraction of them were women? Make sure to reduce fractions when possible.

Sir Guy's servants needed to purchase 120 gallons of pudding for his guests. It was only available in one-quart containers. How many one-quart containers did the servants need to purchase?

Patterns -

Examine the pattern of boxes across the top of the illustration. Can you find a pattern? How many different colors were used? How many different color combinations were used? What are the different shapes within each box? Design your own pattern of geometric shapes. Give it to someone to see if they can find the pattern.

Language Arts

Vocabulary-

Complete [Chapter 4 Vocabulary Worksheet](#) if desired.

Pining – having great desire or longing

Wavering – trembling

Rabble – a disorderly crowd

Treason – betrayal of allegiance or of obedience towards one's sovereign or government

Drama –

With a sibling, parent, or friend, act out the scene of the servant giving Sir Guy the message. Take turns being each character to see who can be the palest, shakiest Sir Guy.

Conflict -

Referring to the lesson on Conflicts, identify the conflict and the resolution found in this chapter. Record information on Conflict Worksheet.

Art

Christmas Carols –

“The guests sang one Christmas carol after another”. Christmas carols are traditional songs that relate to the Nativity story in the Bible. Saint Francis of Assisi first introduced Christmas carols in the 1100's. The term, “carol” comes from the French word “caroler” that actually means dancing around in a circle. Carol not only means dance, but also would eventually include lyrics and music. Whether you are sharing this book during the Christmas season or not, sing some family favorites over a cup of hot cocoa this week.

Sherwood Forest -

Add Gamwell Hall to your bird's eye view drawing, placing it outside of Sherwood Forest with a path going to it.

5. Sir Richard of the Lea

Bible/Character

Giving Your Word –

Sir Richard gave his word that he would return and pay back his debt. When we tell someone that we will do something, we need to follow through. If we don't keep our word, we will disappoint people and they won't trust us in the future. Has anyone ever broken his or her word to you? How did that make you feel? If people trust and believe you they will have more respect for you and will be more likely to do things for you in the future, such as lend you money. Let your yes be yes, and your no be no.

Social Studies

Medieval Occupations –

Continue keeping a list of Medieval Occupations. Next to each one you'll find a letter to identify the class. R=Ruling Class; N=Noble; C=Clergy; S=Serf; (you need cover only the ones not covered in previous chapters)

Miller – (S) - someone who milled either grain, clothe, or wood.

Abbot – (C) – a superior of a community in the Church (if you didn't include abbot previously)

Bishop – (C) – a person high ranking in the Church

Baron – (N) – a feudal tenant of the king

Knight – (N) – Knights worked for the lords of the land to defend and protect the property.

History- Knights –

There are tons that can be learned about knights. Instead of repeating the lessons here, please refer to the fantastic unit and lapbook about knights found [here](#).

Science

Nettles –

Sir Richard thought the abbot's comfort would be as "comfort from a bed of nettles". Nettles are creeping herbs that are covered with tiny, hollow, almost invisible stinging hairs. At the base of each hair is a pocket of stinging juice, and as you touch the hair, it breaks off and injects this juice into your skin. They cause much irritation and discomfort. The leaves will stimulate, irritate, and cause blisters. Throughout history, nettles were used for medicinal purposes including curing snakebites or scorpion stings, as an aid for asthma and tuberculosis, lowering blood sugar, and anti-inflammatory effects. Ironically, nettles are often used even today in facial cleansers. A bed of nettles would definitely not be comfortable!

Math

Word Problems -

"½ a guinea is all I have" A guinea is an English coin equal to 21 shillings. Twenty shillings equal a pound. Use this information to figure out word problems:

If Sir Richard only had ½ a guinea, how many shillings is that equal to?

Sir Richard needed to pay one thousand pounds for ransom. How many shillings is that? How many guineas?

The ransom was one thousand pounds. Sir Richard had only six hundred pounds. How many shillings did he need to borrow from the Abbot?

Language Arts

Vocabulary –

Complete [Vocab Word Search](#) for Chapters 5 & 6

Duly – in proper manner; at proper time

Melancholy – gloomy; sad
Bandit – a robber
Noble – having excellence or dignity;
Forfeit – give up
Nettles – an herb with stinging hairs
Rogue – a dishonest, unprincipled person

Character Sketch –

What do we learn about Sir Richard of the Lea in this chapter? What does he look like? What are his strengths? His weaknesses? Begin to complete [Richard of the Lea Character Sketch](#) and continue it as you learn more about him in future chapters.

Conflict -

Referring to the lesson on Conflicts, identify the conflict and the resolution found in this chapter. Record information on Conflict Worksheet.

Essay Question –

What did Sir Richard promise? Do you think Sir Richard will keep his word? Why/why not?

6. The Abbot of St Mary's

Bible/Character

Compassion –

Sir Richard said, “What kind of servant of God is it who has no pity for a poor knight who kneels before him and begs for compassion?” Do you know what compassion is? Compassion is a feeling of deep sympathy and sorrow for another who is stricken by suffering or misfortune, accompanied by a strong desire to alleviate the pain or remove its cause. Do you think the abbot was showing compassion? No, he definitely was not. What does the Bible say about compassion? Read some of these verses to find out:

Luke 3:11: *He answereth and saith unto them, He that hath two coats, let him impart to him that hath none; and he that hath meat, let him do likewise.*

Acts 20:35: *I have shewed you all things, how that so labouring ye ought to support the weak, and to remember the words of the Lord Jesus, how he said, It is more blessed to give than to receive.*

Romans 12:15: *Rejoice with them that do rejoice, and weep with them that weep.*

Romans 15:1: *We then that are strong ought to bear the infirmities of the weak, and not to please ourselves.*

Romans 12:20: *Therefore if thine enemy hunger, feed him; if he thirst, give him drink: for in so doing thou shalt heap coals of fire on his head.*

Galatians 6:2, 10: *Bear ye one another's burdens, and so fulfil the law of Christ. As we have therefore opportunity, let us do good unto all [men], especially unto them who are of the household of faith.*

1 Peter 3:8: *Finally, be ye all of one mind, having compassion one of another, love as brethren, [be] pitiful, be courteous:*

Can you think of any stories in the Bible where people exhibited compassion? Moses in the Bulrushes (Exodus 2:1-10) and the Good Samaritan (Luke 10:25-37) are two examples.

Social Studies

Medieval Occupations –

Continue keeping a list of Medieval Occupations. Next to each one you'll find a letter to identify the class. R=Ruling Class; N=Noble; C=Clergy; S=Serf;

Abbot – (C) – a superior of a community in the Church (if you didn't include abbot previously).

Monk – (C) – a member of the Church who has taken the religious vows of poverty, chastity, and obedience.

Tax Gatherer (S) – a person working for the rulers that collects taxes from the taxpayers

Science

Leather -

The skins of animals have been used for making clothing, bags, and accessories for thousands of years. In this story, the money was carried in a leather bag. As interest warrants, your children may enjoy a study of how leather is made, and maybe even visit a leather shop if possible.

The most commonly made skins are those of cows, goats, horse, pig, and sheep. After the animal dies, the dead skin begins to lose water through evaporation, leaving the skin very stiff. The skin of an animal is made up of three layers, the outer layer or epidermis, the middle layer or corium and the bottom layer or flesh. The first step in making leather is loosening and removing the epidermis and the flesh, leaving only the corium. The corium is the part of the skin that is turned to leather. A process called tanning is then used to make leather strong, flexible, and waterproof. During the Middle Ages, the most common method of tanning was vegetable tanning.

With vegetable tanning, tannins derived from plants such as oak and chestnut trees were used. The leather was placed in baths of vegetable tannins, over a long period of time. Vegetable tanned leather can take up to two years to produce. This process softens the stiff leather, making it tough and durable, and leaves the leather colors ranging from a pale brown to a reddish brown, depending on the plants used.

After the tanning process, the leather was oiled, and depending on what it would be used for, was sometimes rolled or hammered. The leather was then finished to make it more attractive and to protect it. Traditional finishing processes include staining or coloring of the surface, dyeing, and/or embossing a pattern on the surface.

Beginning in the late 1800's, chemical tanning began to replace much of the vegetable tanning. The tanning process took a lot less time with chemical tanning. And the use of chemicals revolutionized the leather manufacturing industry

There are various kinds of leather working kits available at craft stores. Your child may enjoy making his own leather wallet or bag this week.

Math

Medieval Money

During the Middle Ages, and thousands of years previously, many countries used gold and silver for their coins. Look at the picture of the monks surrounded by all the coins. A sovereign is an English coin that is equivalent to one-pound sterling (meaning 91.7% pure). Twenty shillings was equal to one sovereign. 100 pence was equal to one sovereign. Many societies throughout history broke down because of a dishonest money system. Gold was taken out of coins, and inferior metals were put in their place. Governments shaved the edges of the gold coins, and used the shavings to melt down and make new coins, leaving the original weighing less than what it should. Bankers rigged their scales to represent dishonest numbers, or used faulty weights to counter the coins on the scale. If you would like to learn more about the history of the monetary system, and the gold and silver standard, read *Whatever Happened to Penny Candy* by Richard Maybury.

Language Arts

Vocabulary –

Complete Vocab Word Search for Chapters 5 & 6

Stately – dignified; lofty

Chamber – a room or hall where a great personage meets with others

Grace – getting something you may or may not deserve at the expense of another

Abbey – a monastery under the jurisdiction of an abbot

Undaunted – fearless; not intimidated

Essay Question-

Why didn't Sir Richard walk in and hand the abbot the money? What was he trying to prove?

Conflict -

Referring to the lesson on Conflicts, identify the conflict and the resolution found in this chapter. Record information on Conflict Worksheet.

7. Marian Meets Robin in the Forest

Bible/Character

Arranged Marriages –

Throughout many cultures it has been customary for parents to arrange marriages for their children. The bride and groom did not have a say in the matter, and often times would go along with their parents' decision. Often times the basis for these marriages was money and they had nothing to do with love. Marian was disobedient to her father because her father wanted her to marry someone she did not love. Discuss arranged marriages in the Bible, such as Isaac and Rebekah, and how both the husband and wife needed to consent.

Social Studies

Medieval Occupations –

Continue keeping a list of Medieval Occupations. Next to each one you'll find a letter to identify the class. R=Ruling Class; N=Noble; C=Clergy; S=Serf;

Beggar – (S) – a person who lives by begging

Medieval Weapons –

Marion and Robin fought with a sword. If you examine the picture, it appears to be the broadsword we discussed in chapter 4. If you did not add the [Broadsword Flap Book](#) to your Medieval Weapons page, you can do so now.

Broadsword – The Broadsword was a weapon used by knights in the Middle Ages. It was a 30" to 45" sword with a two-sided blade that was used to cut, not stab. It weighed approximately 3 to 5 pounds and was used as a close contact weapon. This deadly weapon could cut off the limb or head of an opponent with one stroke! A knight had to spend quite some time training to use the broadsword, in a place called the Pell, where they could practice cutting, slicing, and thrusting without threat to an opponent. Marian, being a female, would not have been able to train as a knight, and she learned to use the Broadsword from Robin Hood.

Science

Anatomy – Leg Bones –

Marian continually caught Robin off balance. Our leg bones play an important part in how we keep our bodies upright. Identify and discuss the various leg bones, from top to bottom.

Femur— the longest, strongest, and heaviest bone in the human body, it extends from the pelvis to the knee. Also called thighbone.

Patella— Kneecap.

Tibia— The inner and larger of the two lower leg bones, also called the shinbone. It helps support your weight.

Fibula— The outer and smaller of the two bones of the lower leg.

Calcaneus— This is the heel bone. It's the largest of the anklebones, and very important for keeping your balance.

Tarsus – The group of seven bones that form your ankle.

Metatarsus – The part of the foot between the tarsus and the toes.

Phalanges— Small toe bones. These help you balance on your feet.

Identify and label leg bones in [Leg Bones Component](#).

Math

If Marian was 21 years old, and the baron was 64 years old, how much older was the baron?

If the widower was twice the age of Marian, how old would he have been if Marian was 23? How about 19? 27?

Language Arts

Vocabulary –

Use Vocabulary Scrolls or Webs to show understanding of words.

Widower – a man whose wife is dead

Nimble – light and quick in movement

Yield – to give up

Character Sketch –

What do we learn about Marian in this chapter? What does she look like? What are her strengths? Her weaknesses? Begin to complete [Marian Character Sketch](#) and continue it as you learn more about her in future chapters.

Conflict -

Referring to the lesson on Conflicts, identify the conflict and the resolution found in this chapter. Record information on Conflict Worksheet.

Creative Writing –

Have you ever seen an announcement for a wedding? If you were Marian or Robin, what would your wedding announcement look like? Make a wedding announcement for your notebook or lapbook.

Just for Fun

Marian and Robin wore disguises so they could not be identified. If you were trying to not be identified, what kind of disguise would you wear? Have fun dressing up in disguises, with fake beards or mustaches, hats, makeup, etc. Make sure to take pictures for lapbook or notebook.

Art

Add Friar Tuck's chapel to your overhead view of Sherwood Forest.

8. Alan a'Dale

Social Studies

Medieval Occupations –

Continue keeping a list of Medieval Occupations. Next to each one you'll find a letter to identify the class. R=Ruling Class; N=Noble; C=Clergy; S=Serf;

Bishop – (C) – a person high ranking in the Church

Baron – (N) – a feudal tenant of the king

Minstrel – (S) – a wandering musician who made a living by singing and reciting poetry

Medieval Music/Instruments –

Alan a'Dale played the harp. The harp is among the oldest of musical instruments, tracing back to Mesopotamia in 3000 BC. It is a string instrument that is played by plucking the strings with the fingers of both hands. The harp of medieval Europe came from Ireland, and is considered the national instrument of Ireland. In continental Europe the medieval harp was known as the *rotta*. The *rotta* was very popular during the Middle Ages and was various dimensions, ranging from the small, seven-string *rotta* that could be suspended from the player's neck, to the large *rotta* of seventeen strings. An inexpensive lap harp is available to purchase at many large department stores, or you can make one by stringing wire or fish line along a large "c" shaped stick. Play your harp and make up songs like that of Alan a'Dale.

History- Minstrel –

During the Middle Ages, a minstrel was a person who played musical instruments, especially a harp, for the entertainment of his lord. They would also sometimes wander, composing and singing along with the harp, and reciting poetry. After the invention of the printing press towards the end of the Middle Ages, minstrels became narrators, reading from books instead of playing and composing music. Pretend to be a minstrel, singing songs and reciting poetry for an audience.

Math

The sheriff came with one hundred archers. If each archer carried 5 arrows, how many arrows were there all together?

If half the archers had 3 arrows each, and the other half had 5 arrows each, how many arrows all-together then?

If the bride to be was twenty-one years old, and the baron was sixty-four years old, how much older was the baron?

Language Arts

Vocabulary-

Use Vocabulary Scrolls or Webs to show understanding of words.

Impudent - unwise

Anew – over again

Gallery – a floor section extending along an inner wall of a building and having an open side.

Figure of Speech – Metaphor –

Sometimes an author will use a comparison between two different things to give the reader a better visual idea of what is being spoken of. When the words “like” or “as” are used, it is called a simile. If the words “like” or “as” are not used in the comparison, it is called a metaphor. The author used a metaphor for the beautiful young maiden and the crabby old man. Can you find it? “Winter should never be wed with spring.” What is the cold, harsh winter being compared to? What is the beautiful, fresh spring being compared to? Think of your own metaphor to describe the young maiden and old man.

Conflict -

Referring to the lesson on Conflicts, identify the conflict and the resolution found in this chapter. Record information on Conflict Worksheet.

Character Sketch –

What do we learn about Alan a’Dale in this chapter? What does he look like? What are his strengths? His weaknesses? Begin to complete [Alan a’Dale Character Sketch](#) and continue it as you learn more about him in future chapters.

Art

Stained Glass –

During the Middle Ages many beautiful churches and cathedrals were built. Many of them had stained glass windows, some depicting stories from the Bible for those who could not read. You can purchase kits to make stained glass, or you can create a picture that resembles stained glass. Draw a picture using a thick black outline. Fill in with vibrant colors. Hang in your window so the light shines through.

9. The Two Monks

Bible/Character

Lying/Honesty –

The two monks were not honest people. They lied to Robin and his friends to deliberately deceive them. Being dishonest has repercussions, sometimes that are seen immediately, and sometimes not. If you are caught lying, people will no longer trust anything you say. If you want people to believe and trust you, you must not lie. Read the story about Ananias and Sapphira (Acts 4) to see just how seriously God looks at lying.

Social Studies

Geography – England –

Pull out your map of Medieval England that was printed off for Chapter 1. The monks were traveling to London, the capital of England, to pay Prince John. If you read the last paragraph of this chapter, you will learn where the monks were coming from. Locate London and York on the map and draw a line to show how the monks would have traveled.

Medieval Occupations –

Continue keeping a list of Medieval Occupations. Next to each one you'll find a letter to identify the class. R=Ruling Class; N=Noble; C=Clergy; S=Serf;

Clerk – (S) – person who keeps records for the clergy or the nobles

Steward – (C) – the person entrusted with the management of property, finances, and other details of the Church

Language Arts

Vocabulary-

Use Vocabulary Scrolls or Webs to show understanding of words.

Revenge – to inflict punishment or injury in return for.

Donation – a gift or offering

Capitalization -

You may notice that the word “Church” is often capitalized in this story. It is capitalized because it refers to a very specific church, the Catholic Church. The Church was the national Church of England at the time, so when someone said the Church, you knew they were talking about the one and only church. You should always capitalize a word when it is a substitution for a proper noun. Another example of this capitalization rule is when the word King is used

Example 1: Have you seen a king around these parts?

The word “king” is not capitalized because it does not refer to any specific king.

Example 2: Have you seen the King around these parts?

The word “King” is capitalized because it refers to a specific King.

Essay Question –

How did Robin Hood and his friends treat the monks? How was this different than the way they treated Sir Richard of the Lea? Why do you think they were treated differently?

Conflict -

Referring to the lesson on Conflicts, identify the conflict and the resolution found in this chapter. Record information on Conflict Worksheet.

Character Comparison –

Up until this point we have met many interesting characters. Look over your character sketches for Robin Hood, Little John, Marian, and all the others that lived in or visited Sherwood Forest. Which person are you most like? Which person are

you most different from? Complete [Character Venn](#) showing differences and similarities.

10. Sir Richard Repays His Debt

Bible/Character

Armor of God -

This chapter presents an opportunity to learn about the armor of God. Read Ephesians 6:10-18. Make a list of the six pieces of armor that are mentioned. Explain this metaphorical armor and how truth, righteousness, peace, faith, salvation, and the Spirit help us make good decisions each day.

Social Studies

Living Carefully –

Sir Richard said that he lived carefully the past year and could now pay his debt. What did he mean by living carefully? Sir Richard did not spend more than he needed to, so that he could put aside money to pay what he owed. He did not live beyond his means, or spend his money carelessly. Are you careful with the way you spend your money? Do you buy frivolous things? Or are you a good steward of your money, buying the things you need? It is ok to buy extra fun things if you can afford them, and all of your other debts and needs are paid for.

Math

Word Problems –

Sir Richard tried to pay Robin the debt of 400 pounds plus an additional 20 pounds in interest.

What percentage of interest did he try to pay? (interest ÷ principle = percentage)

How much interest would it be at 10%?

How much interest would it be at 20%?

Robin distributed the 800 pounds throughout the villages.

If he divided it evenly among 20 people, how much would each person get?
If he divided it evenly among 80 people, how much would each person get?
If he divided it evenly among 400 people, how much would each person get?
If he divided it evenly among 600 people, how much would each person get?

Each of Robin's men was presented with a dozen arrows.

If there were 7 men, how many total arrows were presented?
If there were 8 men, how many total arrows were presented?
If there were 9 men, how many total arrows were presented?
If there were 10 men, how many total arrows were presented?
If there were 11 men, how many total arrows were presented?
If there were 12 men, how many total arrows were presented?
If there were 50 men, how many total arrows were presented?
If there were 100 men, how many total arrows were presented?

Language Arts

Vocabulary –

Use Vocabulary Scrolls or Webs to show understanding of words.

Disgruntled - dissatisfied

Yew – an evergreen tree of slow growth and long life; the hard, fine-grained wood from the tree

Enquiries – asking questions or seeking information

Poverty – being poor

Essay Question –

What do you think of the way Robin handled the eight hundred pounds he had taken from the monks? What would you have done with the money?

Conflict -

Referring to the lesson on Conflicts, identify the conflict and the resolution found in this chapter. Record information on Conflict Worksheet.

Character Sketch –

If you didn't discuss Sir Richard in chapter 5, you may want to do it now. What do we learn about Sir Richard in this chapter? What does he look like? What are his

strengths? His weaknesses? Begin to complete [Sir Richard Character Sketch](#) and continue it as you learn more about him in future chapters.

11. The Silver Arrow

Social Studies

Medieval Occupations –

Continue keeping a list of Medieval Occupations. Next to each one you'll find a letter to identify the class. R=Ruling Class; N=Noble; C=Clergy; S=Serf;

Juggler – (S) – person hired by the king or nobles to perform juggling tricks

Tumbler – (S) – person hired by the king or nobles to perform acrobatics

Musicians – (S) – people hired by the king or nobles to play instruments and/or sing

Guard – (S) – a person such as a soldier that watches over the king or nobles, and has the power to make arrests.

Medieval Weapons –

It is time to add the bow and arrow to your Medieval Weapon Page. Throughout history the bow and arrow have been used for hunting, protection, war, and sport. The person using the bow and arrow is called an archer. A maker of bows and arrows was called an Artillator. The earliest record of archery is traced back to the ancient Egyptians, who used an atlatl, which was a wood or bone shaft implement, held in one hand, and used to propel a spear. The tool functioned as a lever, giving greater thrust and distance. This atlatl worked fine in open areas, but it was hard to go through the throwing motion in a wooded or dense area. So the bow design was developed. A bow is a strong strip of wood, steel, or other flexible material, with bent ends that a cord is attached to. An arrow is propelled as the string is pulled back and released. Throughout the classical world, the Persians, Greeks, and Romans all built armies skilled in archery. During the Middle Ages, men took great pride in their skills as archers. The most notable of the Middle Ages archers were

the English, who won many battles using the bow and arrow. Europeans further developed the bow, making a crossbow that was easy to use and didn't require a lot of strength to use, but it only shot 2 arrows a minute, and the longbow that required more training than the crossbow but was capable of releasing 10 – 12 arrows per minute. The introduction of gunpowder made bows and arrows obsolete for protection and warfare, but they are still used around the world for hunting and sport. If there is an interest, you can learn more about the parts of a bow and arrow, as well as safety rules, and maybe even try your hand at archery.

[Archery History and Safety Components](#)

[Parts of a Bow and Arrow Components](#)

Parts of a Bow:

Nock – the notch on the end of the bow for securing the bowstring

Handle – the center of the bow, sometimes with contours for gripping, usually made of wood, including yew, ash, elm, and hazel.

Bowstring – the cord attached to each end of the bow, usually made from hemp

Parts of the Arrow:

Fletching – the feathers or vanes of the arrow

Nock – the end where the string fits the arrow

Shaft – the rod that forms the arrow

Tip – the pointed end of the arrow

Safety Rules:

Do not draw the bow back with an arrow unless you are going to shoot.

Do not release the string without an arrow.

Only shoot at targets. Never aim an arrow at another person for any reason.

Never retrieve arrows until everyone has finished shooting.

History- Medieval Performers –

When governments are oppressive, citizens sometimes get restless and start to revolt. To prevent this revolt, governments often keep the citizens busy by entertaining them. For this reason, tournaments and fairs were commonplace during the Middle Ages. The nobles would hire entertainers such as jugglers, tumblers, performing bears, and musicians. All the people of the kingdom, including nobles and serfs alike, would mingle and compete against each other in contests of marksmanship. While reading this chapter, it may be fun for your child

to dress up like a jester, learn to juggle, or maybe do some other medieval performance of his own.

Science

Forces and Motion –

How and why do arrows fly? Learn about the physics of force and motion while reading this chapter.

Motion is the change in position of an object in a certain amount of time.

Force is a push or pull that can change the motion of an object.

Speed is the rate per unit time at which an object moves.

Gravity is the Earth's pull of an object toward it without touching it.

Forces cause the changes in speed or direction of motion of an object. When shooting a bow and arrow, the more force you give it (the farther back the bow is drawn), the greater the speed of the arrow will be. If you have no force, you have no speed. The greater the force, the greater the change in motion. The larger an object, the less effect a given force will have, so the heavier the arrows, the more force is needed. Gravity has a pull on the arrows, and the curved path the arrow flies in can show this.

There was a man named Isaac Newton who was an English philosopher and mathematician living from 1642 to 1727. He identified the Three Laws of Motion:

1. An object moving in a straight line will continue to move in a straight line unless acted on by a force.
2. A force acting on an object moves the object in the direction of the force
3. Every action has an equal and opposite reaction

Relate how Newton's first law of motion affects a bow and arrow. What kind of force could stop a moving arrow? The force of the target it hits stops the arrow.

Relate how Newton's second law of motion affects a bow and arrow. The force comes from the drawn back bow, and the direction in which you release it, is the direction in which the arrow will fly.

Relate how Newton's third law of motion affects a bow and arrow. What happens if the arrow hits something hard? The arrow bounces back.

[Archery Physics Target Book](#)

Silver –

The prize for the archery contest was a silver arrow. Silver is a soft whitish metallic element that is highly conductive and is used in industry, for medical purposes, and in the arts. It has real value and has been used for money throughout history. On the Table of Elements, silver has the symbol Ag and the atomic number 47. Look through your house and see how many items you can find that are made of silver.

Math

Patterns -

Examine the pattern of boxes across the top of the illustration. Can you find a pattern? How many different colors were used? How many different color combinations were used? What are the different shapes within each box? Which box looks out of place? Design your own pattern of geometric shapes. Give it to someone to see if they can find the pattern.

Language Arts

Vocabulary-

Use Vocabulary Scrolls or Webs to show understanding of words.

Exploits – daring deeds

Feat – a notable act or performance

Marksmanship – skill in hitting the mark

Traitor – one who betrays a trust, especially someone who commits treason

Essay Question -

Does the sheriff finally have Robin Hood?! Before you continue on in the story, write at least 10 good sentences describing what you think will happen next.

Conflict -

Referring to the lesson on Conflicts, identify the conflict and the resolution found in this chapter. Record information on Conflict Worksheet.

Character Sketch –

We have heard a lot about the sheriff, and in this chapter we learn even more. What do we learn about the sheriff of Nottingham in this chapter? What does he look like? What are his strengths? His weaknesses? Begin to complete [Sheriff Character Sketch](#) and continue it as you learn more about him in future chapters.

12. The Escape from Nottingham

Bible/Character

Friendship/Loyalty-

Discuss the friendship between Robin Hood and Little John. How do you know they had a good friendship? The Bible gives us some guidelines about what makes a good friend. Discuss some of the following verses with your student.

Proverbs 18:24

Proverbs 27:6,9

Proverbs 13:20

Proverbs 22:24-25

Ecclesiastes 4:9-10

Proverbs 17:17

Social Studies

Parts of a Castle –

We learned about some parts of the castle in Chapter 4, and some more are mentioned in this chapter. Introduce and/or review these parts:

Gateway - The gateway, also called the portcullis, is a gate with iron bars that slide up and down in front of the door to prevent entry.

Drawbridge – The drawbridge is a platform that can be raised and lowered over a moat to permit entry into the castle.

Ramparts – A high castle wall that was used to shoot arrows or throw rocks from, in an effort to protect the castle.

Medieval Weapons –

Examine the picture. This is the kind of brutality that was commonplace during the Middle Ages. You will see numerous medieval weapons that we already discussed, as well as a new one. Can you find the battle-axe? Add the [Battle Axe](#) to your Medieval Weapons Page.

Battle-axe – These bludgeoning and cutting weapons were designed for close contact fighting, and were usually used by footmen (although you see horsemen using them in this story). The blade was crescent shaped, made of iron, steel, or bronze, and measured about 10 inches from point to point on the cutting edge. The blades were mounted on either short or long shafts made of wood, up to 5 feet long. These axes were so forceful that they could even injure a knight in armor. Training for the use of the battle-axe included repeated hurling of the axe at a target.

Science

Health/First Aid-

Little John was hit in the leg with an arrow. Sir Richard's wife tended to his wound. You will learn more about the medical practices used during the Middle Ages in the next chapter, so for now discuss with your child how to properly care for a wound. First, you want to stop the blood flow as much as possible. You can do this by tying a tourniquet between the point of injury and the heart, and applying pressure to the injury. When the blood flow slows down, you would make sure the area is clean, including removal of all fragments. An ointment made of plant and/or animal products would then be applied to the wound, and the wound would be bandaged to keep dirt and bacteria out. The bandages, or dressings, would be changed regularly to avoid infection. Practice taking care of a wound on a stuffed animal or each other.

Gold –

Robin would not leave Little John behind for “all the gold in Christendom”. Gold is a precious, yellow, metallic element that has had intrinsic value throughout history. It is a very soft, heavy metal, and is used in industry and to make coins and jewelry. On the Table of Elements gold has the symbol Au and the atomic number 79.

Language Arts

Vocabulary-

Retreat – to go back or withdraw

Crude – roughly made

Precision - exactness

Mended – healed

Creative Writing –

Robin Hood is a wanted man! The sheriff will go to great lengths to capture this purported outlaw. Make a WANTED poster that the sheriff would have had hung all over Nottingham.

Conflict -

Referring to the lesson on Conflicts, identify the conflict and the resolution found in this chapter. Record information on Conflict Worksheet.

Art

Shields –

Because they could not be recognized in their armor, knights and soldiers wore shields to identify themselves. Design your own shield. Use [Shield Templates](#) if desired.

13. The Stranger in the Forest

Bible/Character

Hospitality -

Robin Hood and his friends were hospitable to the stranger in the forest. Being hospitable is making someone visiting your home feel welcome.

1 Peter 4:9 says we should “Use hospitality one to another without grudging.” This means that we should not be resentful of guests, but should instead welcome them with warm and loving spirits.

Matthew 25:35 says “For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in.”

Hebrews 13:2 says “Do not neglect to show hospitality to strangers, for by this some have entertained angels without knowing it.”

What are some ways you can be hospitable? A big smile, a hearty welcome, and offering the guest something to eat and drink are ways of making people feel comfortable.

Social Studies

Medieval Occupations –

Continue keeping a list of Medieval Occupations. Next to each one you’ll find a letter to identify the class. R=Ruling Class; N=Noble; C=Clergy; S=Serf;

Crusader – (R, N, C or S) – person fighting in the Holy Land (see lesson in chapter 1)

The Red Cross –

The knight wore a red cross on a white background, which identified him as a Crusader. This cross grew to be symbolic of neutrality and was later called the Geneva cross. The Geneva Convention was an international agreement signed at Geneva, Switzerland in 1864 outlining the wartime treatment of prisoners and the

sick and wounded. From this agreement was formed the Red Cross, an international organization that fights to serve the sick, injured, and homeless in times of war and in times of peace. The members of this organization wear the same Red Cross that was worn by the Crusaders. You may enjoy learning more about the American Red Cross and its founder Clara Barton. A good book about her is *Clara Barton, Founder of the American Red Cross* by Augusta Stevenson, in the *Childhood of Famous Americans* series.

King Richard and the Crusades –

If you did not learn about King Richard and/or the crusades in chapter 1, study them now.

Math

Word Problems -

King Richard returned to Robin Hood his tracts of land. They included a 350-acre plot, a 46-acre plot, and a 795-acre plot. How many acres were restored to Robin Hood?

King Richard liked Marian so much that he bought her a beautiful gold ring for 17 pounds. Then he decided to buy her matching earrings for 15 pounds, and a necklace for 24 pounds. How much did he spend all together?

Language Arts

Vocabulary-

Pilgrimage – the trip pilgrims took to the Holy Land

Heir – the person to inherit rank or property when someone dies

Clashes - conflicts

Wit – good sense; clever conversation

Bared - uncovered

Essay Question –

Why do you think the sheriff fled when King Richard and Robin Hood approached? Write an apology, from the Sheriff's point of view, for all the atrocities that occurred in King Richard's absence.

Conflict -

Referring to the lesson on Conflicts, identify the conflict and the resolution found in this chapter. Record information on Conflict Worksheet.

Character Sketch –

We have learned about King Richard in the first chapter, and in this chapter we learn even more. What do we learn about Richard the Lion Hearted in this chapter? What does he look like? What are his strengths? His weaknesses?

Complete [King Richard Character Sketch](#).

14. The Death of Robin Hood

Social Studies

Medieval Occupations –

Continue keeping a list of Medieval Occupations. Next to each one you'll find a letter to identify the class. R=Ruling Class; N=Noble; C=Clergy; S=Serf;

Prior – (C) - a male officer of the Church living in a priory, next in rank below the abbot

Prioress - (C) - a female nun of the Church living in a priory, next in rank below the abbess

Chivalry- (lesson by Melissa Crabtree)

Robin Hood said, "I will never hurt a woman". During the Middle Ages, nobles were expected to behave in certain ways. They had certain responsibilities to:

- 1) His countrymen and fellow Christians. He had to be a servant to his lord, be courageous and brave, fair, and protect the weak and poor.
- 2) God. He would have to be faithful to God, protect innocent people, be faithful in his church, be giving, and always obey God (over his lord in real life).
- 3) Women. He would have to serve a lady, perform acts of bravery to win her heart, be gentle and gracious to all women, marry her and protect her forever. This is the root of chivalrous behavior such as standing when a woman enters the

room, opening a door for a woman, helping her remove or don her coat, carrying her load, and many other things.

Spend this week training your son to be chivalrous. Be silly about it and maybe reward him for all of the chivalrous things he does spontaneously. Help him see how behaving chivalrously is a way to honor and respect his mother and sisters, as well as the men/boys around him.

Science

Medieval Medicine –

People in the Middle Ages lived in dirty environments, didn't know or understand about germs, and didn't properly dispose of human or animal waste so pain and illness were a part of everyday life. Medical treatments included lots of prayer, traditional folk remedies including herbal cures and animal cures, and experiments. Medical treatments were often "kill or cure".

[Medieval Healing Tab Book](#)

Spiritual Healing – Many people thought that illness was Divine punishment, so lots of prayer was a part of the healing process for some. There were also people called flagellants who believed that they could persuade God to bring health to Europe by whipping themselves in public.

Herbal Remedies – The people of Europe had some herbal remedies that were handed down to them from ancient civilizations, but most medical treatment was guesswork. They watched how patients would react to different herbs and treated others based on these reactions. There were some standard remedies used that are still in use for today, such as ginger to sooth nausea, and Echinacea to boost the immune system.

Animal Cures – During the Middle Ages, animals were often used to treat victims. There were ointments for topical relief made from goose grease. Goat's cheese mixed with bull's blood was put on a head to cure a headache. A doctor, Thomas Vicary, who shaved a chicken's bottom and tied the bird to the swollen part of the victim, introduced one of the strangest animal cures. The bird was said to soak up the "badness", and would be replaced each time it became infected, until either one remained healthy or the patient died.

Blood Letting - Doctors believed that disease was carried in the blood, and the way to cure a patient was to let out the “bad blood” by cutting one of the patient’s veins. This treatment was called bloodletting, and was the treatment used for Robin Hood. This was a “kill or cure” treatment, as pints of blood were taken, bringing the patient to a very weak state. Later on, realizing that too many people were bleeding to death, doctors began to use leeches, which would suck out smaller amounts of blood over longer periods of time.

Blood –

The prioress let Robin Hood bleed to death. Blood moves through our bodies through arteries and veins, and is needed to live. What is blood? Blood is a liquid tissue that brings food and oxygen to each body cell, and takes away the wastes. Blood is made up of 80% water. Soon after water enters your body through the food and drink you consume, it enters the blood. Blood is also made up of living cells, including red blood cells and white blood cells, and plasma.

Red Blood Cells - The main job of red blood cells is to aid respiration. As you breathe in air through your lungs, oxygen is absorbed on the surface of red blood cells. The material in red blood cells that transports oxygen is a chemical called hemoglobin. It is later released into the tissues throughout your body. Red blood cells are very important because all the tissues in your body need oxygen. If you lose too many red blood cells, from something such as disease, poisonous bites, or a large wound, it is very serious. Red blood cells are interesting because they have no nucleus, so they can’t divide or reproduce. Red blood cells are produced in the soft marrow of your bones.

White Blood Cells – There are a lot less white blood cells than there are red blood cells. White blood cells protect your body against invasion by bacteria or other parasites. When a wound or infection is present, the white blood cells gang up on the bacteria; surround it, and destroy it. Sometimes, some of the white blood cells get destroyed along with the bacteria, and they together will form a yellowing material we call puss. When you get an infection that is severe, your blood starts to increase the production of white blood cells. If too many white blood cells are destroyed, you won’t be able to fight off infection, as you should. White blood cells do have a nucleus, and can divide, reproduce, and change shape.

Plasma – If you took all the red and white blood cells out of your blood, you would be left with a clear, light yellow liquid called plasma. Plasma is made up of 90-92% water. Plasma has the job of distributing food and water all through your body. After you eat, and the food is digested, it changes to liquid, and the nutrients from the foods are absorbed into the plasma. They are then distributed throughout your body.

To extend this study of blood, you may want to research the four blood types, A, B, O, and AB, and/or research the circulatory system including the main arteries and veins.

[Blood T Book](#)

Language Arts

Vocabulary –

Dormitory – a building providing sleeping and living accommodations

Estate – one’s entire property and possessions

Avenge – getting even with

Humiliation – embarrassment

Notorious – widely known

Conflict -

Referring to the lesson on Conflicts, identify the conflict and the resolution found in this chapter. Record information on Conflict Worksheet.

Creative Writing – Epitaph –

An epitaph is a short poem or verse in memory of someone. Sometimes the epitaph is inscribed on the tomb of the person who died. Write an epitaph in memory of Robin Hood using [Epitaph Border](#) if desired.

Unit Review/Extensions

Read and compare various versions of the Robin Hood stories.

Use Robin Hood [Drama Props](#) to act out scenes from these Robin Hood stories and others.

Write a Book Review for this story. Use [Primary Lines Form](#) or [Regular Lines Form](#).

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Printables (listed by chapter)

Intro - Lessons to be Used with Multiple Chapters throughout the Book

Medieval Occupations Notebook Pages

Medieval Weapons Notebook Page

Vocabulary Webs

Vocabulary Scrolls

Blank Character Sketch Sheet

Conflict Worksheet

1. How Robin Hood Became an Outlaw

England Shutterfold

England Flag Book

Medieval Britain Map

Holy Lands Map

King Richard Notebook Pages

Euro-Asia Map

Crusades Accordion Flap Book

Norman and Saxon Double Matchbook

Dated Timeline

Undated Timeline

Robin Hood Character Sketch

2. Robin Hood Meets Little John

Quarterstaff Accordion Fold

Little John Character Sketch

3. Friar Tuck Joins the Outlaws

Human Skeleton Accordion Fold

Handshake Cursive Copywork

Vocabulary Crossword Puzzle

Friar Tuck Character Sketch

4. Christmas at Gamwell Hall

Broadsword Flap Book

Arm Bones Simple Fold

Vocabulary Worksheet

5. Sir Richard of the Lea

Richard of the Lea Character Sketch

Vocab Word Search for Chapters 5 & 6

7. Marian Meets Robin in the Forest

Leg Bones Component

Marian Character Sketch

8. Alan a'Dale

Alan a'Dale Character Sketch

9. The Two Monks

Character Venn

11. The Silver Arrow

Archery History and Safety Components

Parts of a Bow and Arrow Components

Archery Physics Target Book

Sheriff Character Sketch

12. The Escape from Nottingham

Battle Axe Envelope Book

Shield Template

13. The Stranger in the Forest

King Richard Character Sketch

14. The Death of Robin Hood

Medieval Healing Tab Book

Blood T Book

Epitaph Border

Unit Review/Extensions

Drama Props

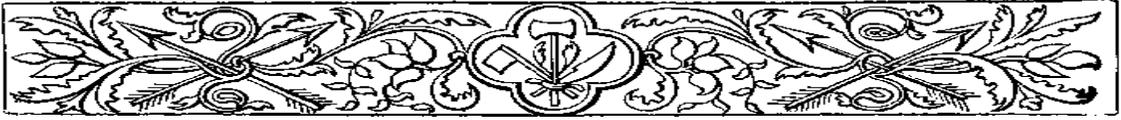
Book Review Primary Lines

Book Review Regular Lines

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Vocabulary

Word: _____
Definition: _____
Sentence: _____

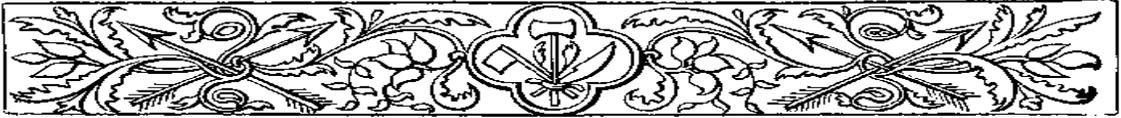


Vocabulary Word:

Definition:

Draw a Picture:

Write a sentence using the word:



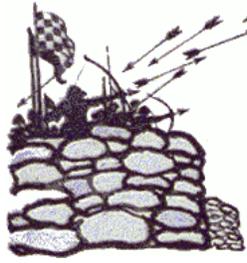
Vocabulary Word:

Definition:

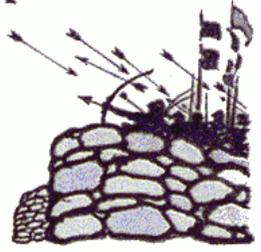
Draw a Picture:

Write a sentence using the word:





Medieval Weapons





Conflict Worksheet

How Robin Hood Became an Outlaw

Kind of Conflict: _____

Who or what was involved? _____

What was the resolution? _____

Robin Hood Meets Little John

Kind of Conflict: _____

Who or what was involved? _____

What was the resolution? _____

Friar Tuck Joins the Outlaws

Kind of Conflict: _____

Who or what was involved? _____

What was the resolution? _____

Christmas at Gamwell Hall

Kind of Conflict: _____

Who or what was involved? _____

What was the resolution? _____

Sir Richard of the Lea

Kind of Conflict: _____

Who or what was involved? _____

What was the resolution? _____

The Abbot of St. Mary's

Kind of Conflict: _____

Who or what was involved? _____

What was the resolution? _____

Marian Meets Robin in the Forest

Kind of Conflict: _____

Who or what was involved? _____

What was the resolution? _____

Alan a'Dale

Kind of Conflict: _____

Who or what was involved? _____

What was the resolution? _____

The Two Monks

Kind of Conflict: _____

Who or what was involved? _____

What was the resolution? _____

Sir Richard Repays His Debt

Kind of Conflict: _____

Who or what was involved? _____

What was the resolution? _____

The Silver Arrow

Kind of Conflict: _____

Who or what was involved? _____

What was the resolution? _____

The Escape From Nottingham

Kind of Conflict: _____

Who or what was involved? _____

What was the resolution? _____

The Stranger in the Forest

Kind of Conflict: _____

Who or what was involved? _____

What was the resolution? _____

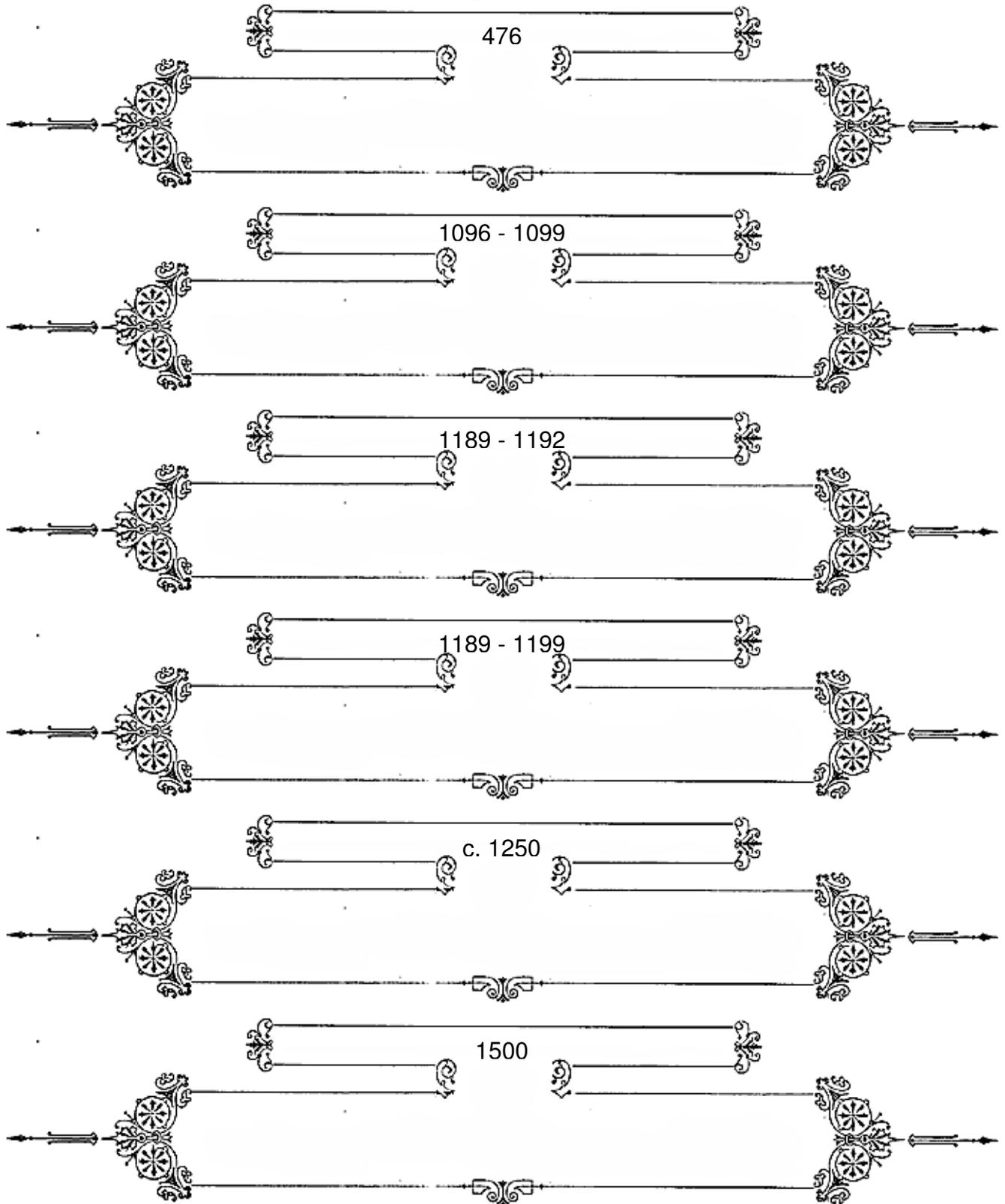
The Death of Robin Hood

Kind of Conflict: _____

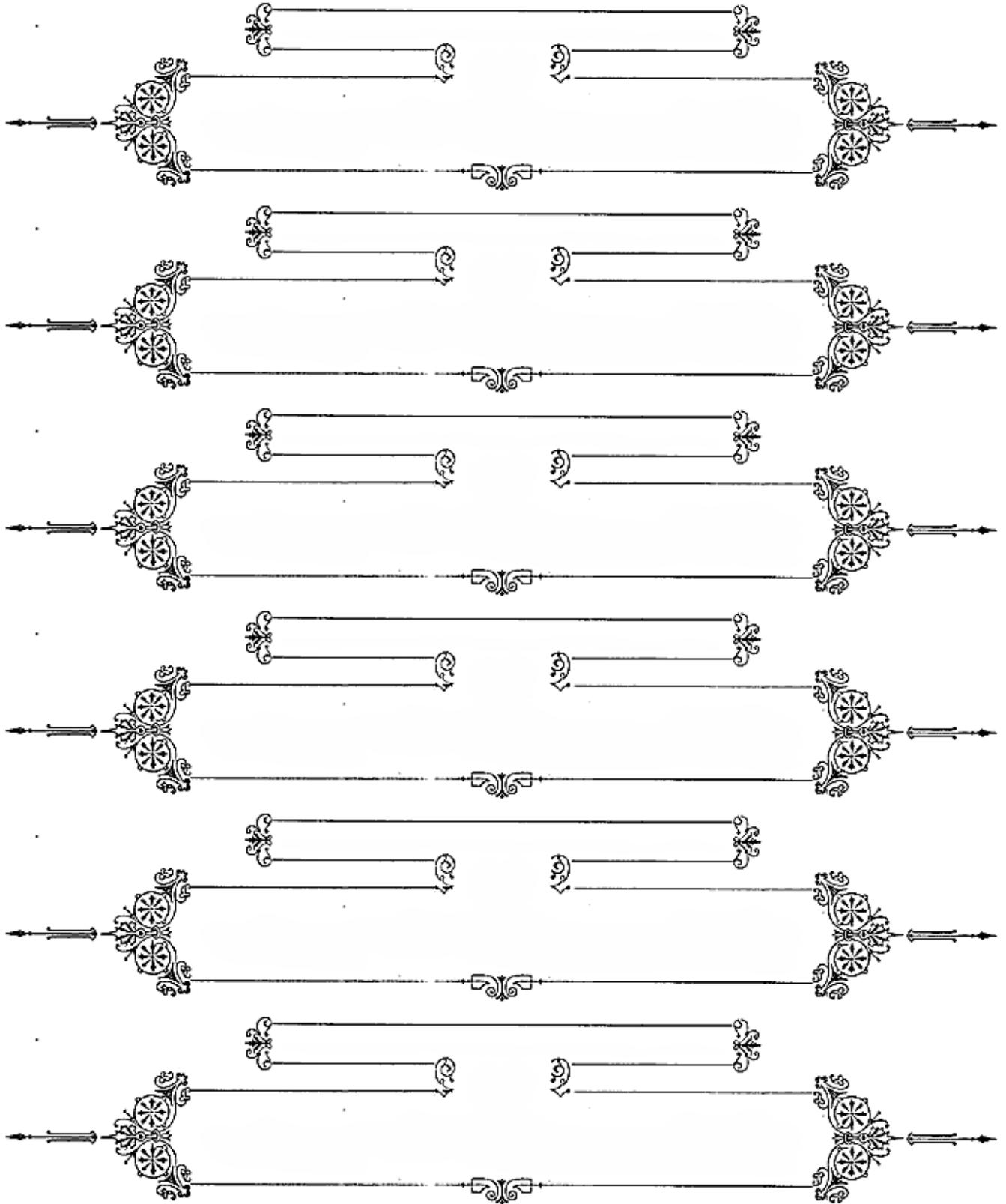
Who or what was involved? _____

What was the resolution? _____

Middle Ages Timeline



Middle Ages Timeline





IS HE REAL OR FICTIONAL?

WRITE SIX WORDS THAT BEST
DESCRIBE HIS APPEARANCE:

IF YOU COULD MEET THIS PERSON,
WHAT WOULD YOU ASK HIM?

NAME FOUR CHARACTER TRAITS THAT HE EXHIBITED.

CHOOSE ONE OF THESE TRAITS, LOOK IT UP AND DEFINE IT BELOW.

HOW DID HE EXHIBIT THIS TRAIT IN HIS LIFE?

DID PEOPLE LIKE OR DISLIKE HIM BECAUSE OF THIS TRAIT? WHY?

DO YOU THINK THIS TRAIT WAS PLEASING TO GOD? WHY OR WHY NOT?

IS HE REAL OR FICTIONAL?

WRITE SIX WORDS THAT BEST
DESCRIBE HIS APPEARANCE:

IF YOU COULD MEET THIS PERSON,
WHAT WOULD YOU ASK HIM?

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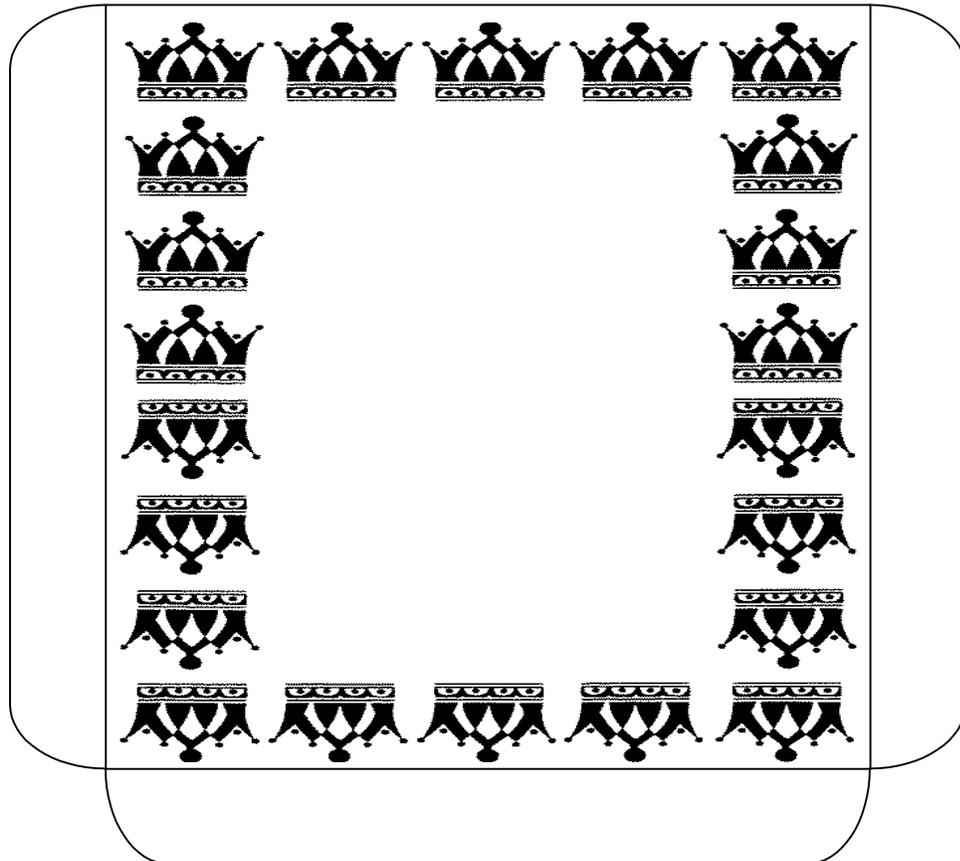
DO YOU THINK THIS TRAIT WAS PLEASING TO GOD? WHY OR WHY NOT?

NORMANS

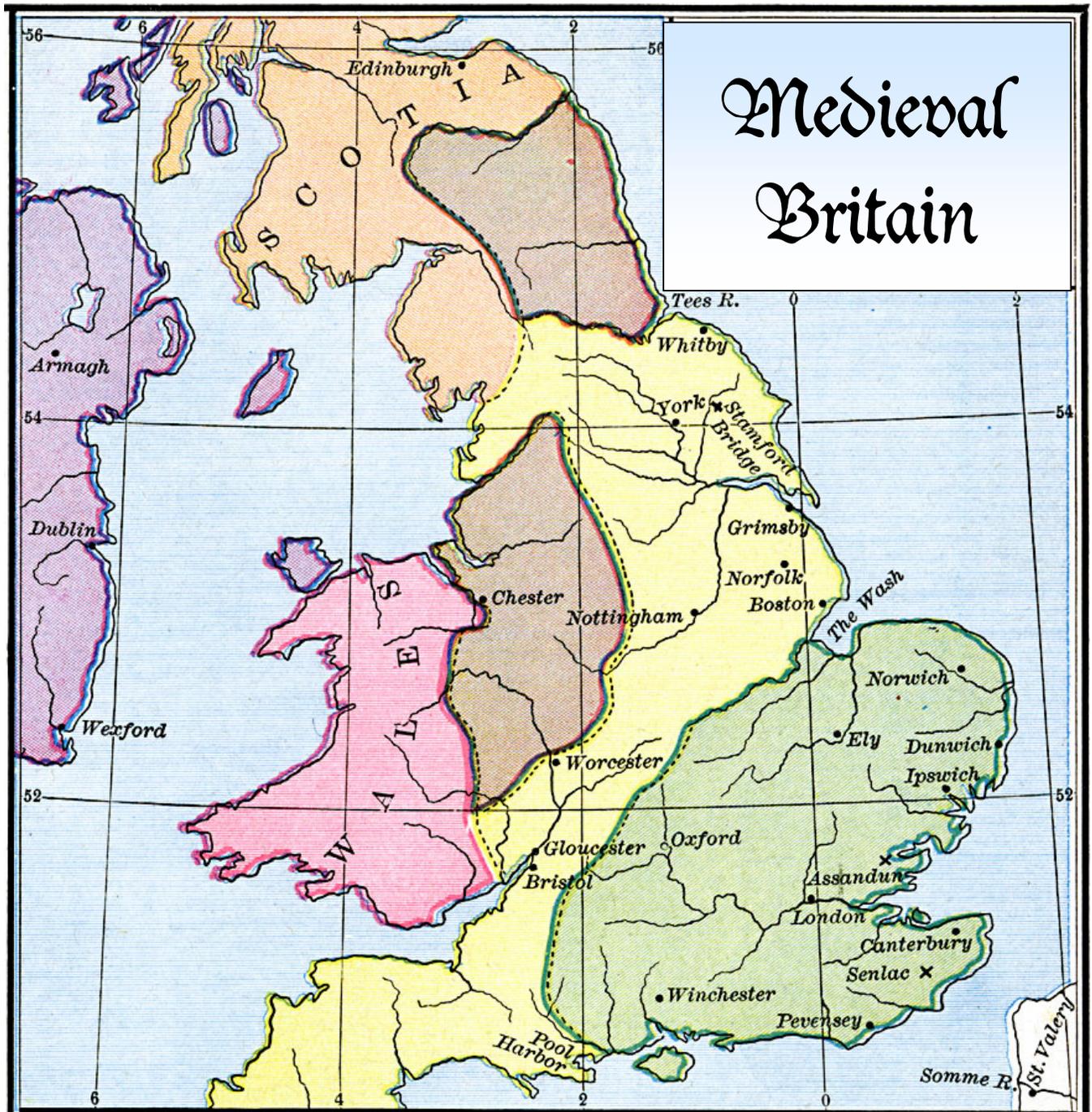
SAXONS



This is an extra pocket you can use for reports, or whatever.
Cut out as one piece. Fold under tabs, and glue into lapbook.



Cut on solid lines. Mountain fold on dotted lines. Write descriptions under flaps.
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LABEL THE BODIES OF WATER SURROUNDING BRITAIN.

FIND THE HOME OF THE NASTY SHERIFF AND CIRCLE IT.

LOCATE THE CAPITAL AND BOX IT.



Name:

Year Born:

Year Died:

Nationality:

Who did he reign after?

Who did he reign before?

What is he famous for?

How did he die?

This square gets glued down

Why did people go to the Holy Lands?

What were the people who traveled to the Holy Lands called?

Who controlled the Holy Lands during the Middle Ages?

Why weren't Christians happy with these people?

What does "crusade" mean?

Why did the Crusades begin?



Crusades

Which crusade was King Richard involved with?

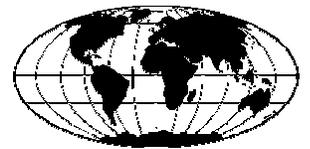
When did this crusade take place?

Cut out as one piece. Mountain fold vertical dotted line. Cut flaps on solid lines. Then accordion fold gray dotted lines.

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Is
England?

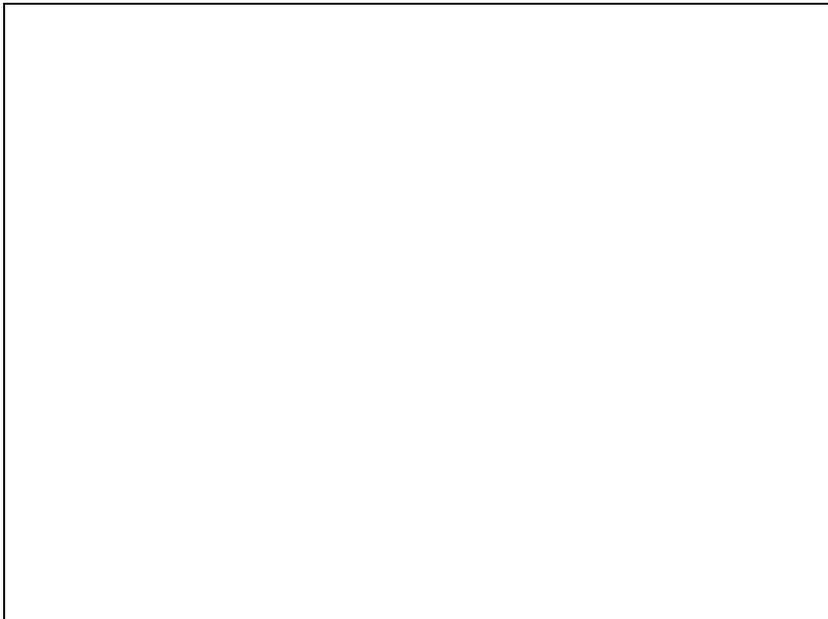
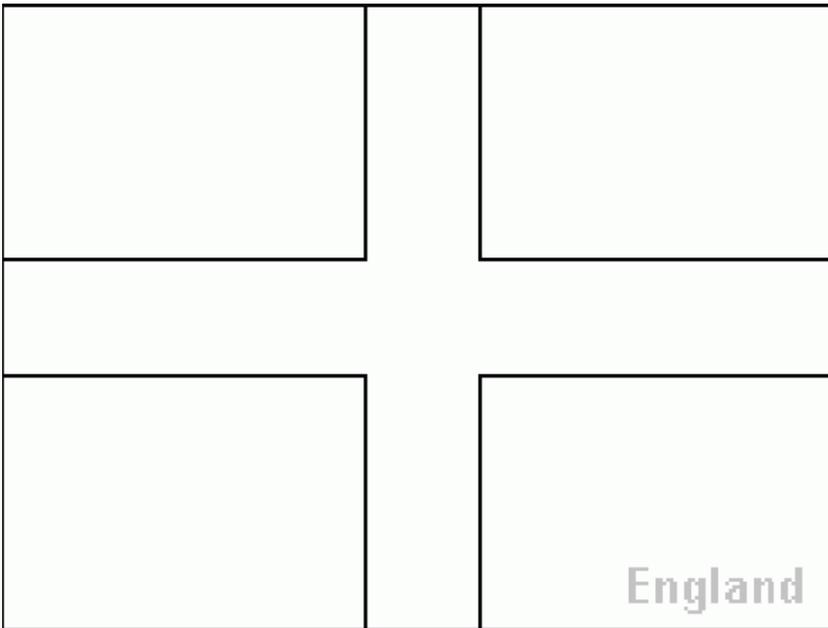
Where
in
the
World. . .



What continent is England on?

Find England on the map and color it in.

Cut out shutter book and map on solid lines.
Fold shutter book on dotted lines so that words
are on cover. Glue map into book under shutters.



Flag of
ENGLAND

Cut "Flag of _____" book out as one piece. Fold in half. Cut out flag. Color. Paste inside book. Older students may want to write a few flag facts in the book as well.

Quarterstaff



What did it look like?

What was it used for?

Who used it?

How did you train for its use?

Cut on solid lines. Accordion fold on dotted lines.

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IS HE REAL OR FICTIONAL?

WRITE SIX WORDS THAT BEST
DESCRIBE HIS APPEARANCE:

IF YOU COULD MEET THIS PERSON,
WHAT WOULD YOU ASK HIM?

NAME FOUR CHARACTER TRAITS THAT HE EXHIBITED.

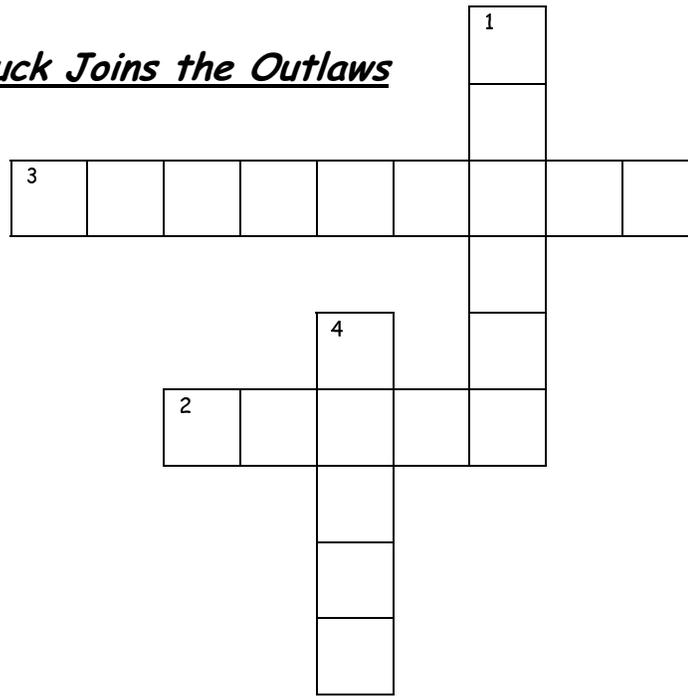
CHOOSE ONE OF THESE TRAITS, LOOK IT UP AND DEFINE IT BELOW.

HOW DID HE EXHIBIT THIS TRAIT IN HIS LIFE?

DID PEOPLE LIKE OR DISLIKE HIM BECAUSE OF THIS TRAIT? WHY?

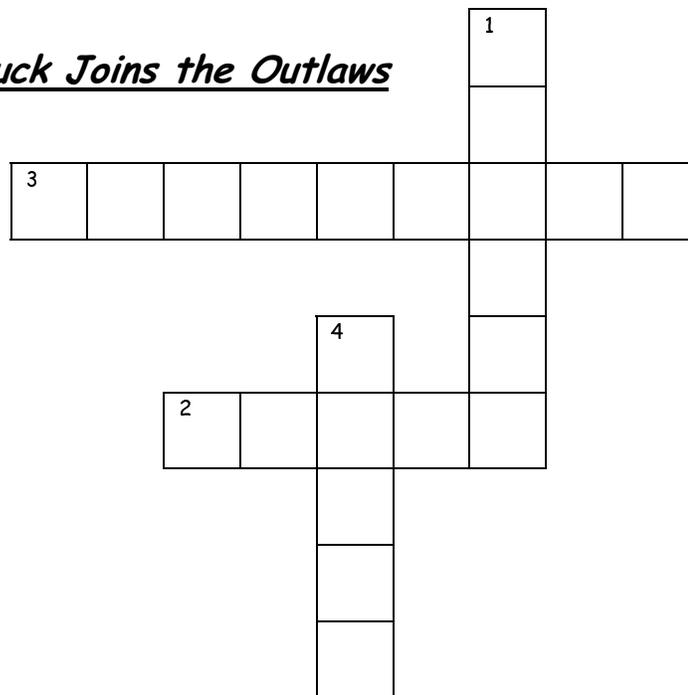
DO YOU THINK THIS TRAIT WAS PLEASING TO GOD? WHY OR WHY NOT?

Chapter 3. Friar Tuck Joins the Outlaws



1. Somebody who lives in seclusion.
2. Clothing associated with a particular profession, in this case a friar.
3. A dishonest, unprincipled person
4. A monastery under the jurisdiction of an abbot

Chapter 3. Friar Tuck Joins the Outlaws



1. Somebody who lives in seclusion.
2. Clothing associated with a particular profession, in this case a friar.
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4. A monastery under the jurisdiction of an abbot

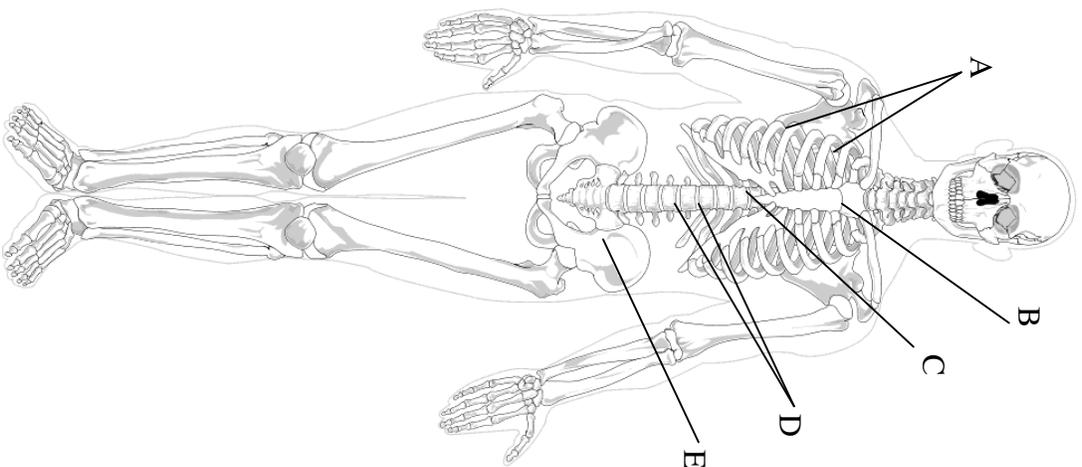
SPINE

VERTEBRAE

STERNUM

RIBS

PELVIS



HUMAN SKELETON

Cut out as one piece. Valley fold on center dotted line. Mountain fold on left side dotted line.
 Write letter that matches bone in space next to bone name, and also a brief description.

*"You can't shake hands
with a clenched fist."*

Indira Gandhi

In your own words, describe what this quote means:



IS HE REAL OR FICTIONAL?

WRITE SIX WORDS THAT BEST
DESCRIBE HIS APPEARANCE:

IF YOU COULD MEET THIS PERSON,
WHAT WOULD YOU ASK HIM?

NAME FOUR CHARACTER TRAITS THAT HE EXHIBITED.

CHOOSE ONE OF THESE TRAITS, LOOK IT UP AND DEFINE IT BELOW.

HOW DID HE EXHIBIT THIS TRAIT IN HIS LIFE?

DID PEOPLE LIKE OR DISLIKE HIM BECAUSE OF THIS TRAIT? WHY?

DO YOU THINK THIS TRAIT WAS PLEASING TO GOD? WHY OR WHY NOT?



Chapter 4 - Christmas at Gamwell Hall



Write the words that fit the definitions below:

Having great desire or longing

P _ _ _ _ _
4 3 4 3 5

Trembling

W _ V E _ _ _ _
1 9 4 3 5

A disorderly crowd

_ _ B B L E
9 1

Betrayal of allegiance or of obedience towards one's government

_ _ E _ _ _ _
7 9 1 8 11 3

Now use the code above to complete this secret message:

1 2 3 4 5 6 7 4 3
8 6 4 3 4 3 5 1 9 10 11 9



Cut on solid lines. Mountain fold on dotted lines.
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Clipart courtesy of <http://etc.usf.edu/clipart>

What did it look
like?

What was it used
for?

Who used it?

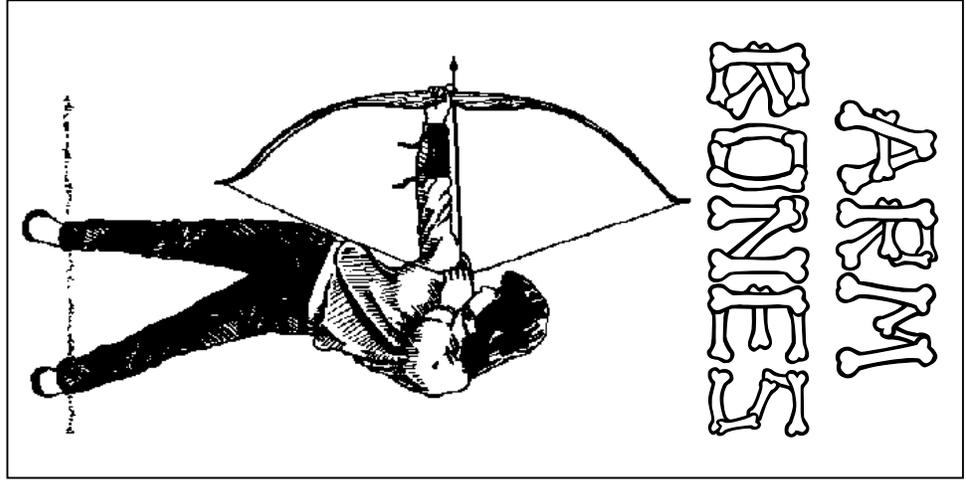
How did you
train for its use?

Broadsword



Label These Bones:

- A. Radius
- B. Humerus
- C. Scapula
- D. Phalanges
- E. Clavicle
- F. Carpus
- G. Metacarpus
- H. Ulna



Cut out book on solid lines. Valley fold on dotted line. Cut out title graphic and glue to cover.
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Vocabulary Word Search for Chapters 5 & 6

G K L L A V Y R W D A E T P O
B I C H A M B E R T D U L Y P
U A S Q M P A K Y L U N H B D
J F G U E R N F B J J D I E R
E P H L L P D H Y U A A U A J
I T D G A Y I P I J F U J B G
P E J P N E T T L E S N O B D
G J P O C R A G P P T T P E T
G K J E H P C D Y K A E R Y E
R B D A O L F E F H T D S K J
A N O B L E K R C R E G R I E
C D A C Y G R G H T L B O N Q
E A Z H A H U I A E Y N G F L
D E C K C D Q T K A T U U E H
M R I F O R F E I T J O E T D

DULY
MELANCHOLY
BANDIT
NOBLE
FORFEIT
NETTLES
ROGUE
STATELY
CHAMBER
GRACE
ABBEY
UNDAUNTED

Vocabulary Word Search for Chapters 5 & 6

G K L L A V Y R W D A E T P O
B I C H A M B E R T D U L Y P
U A S Q M P A K Y L U N H B D
J F G U E R N F B J J D I E R
E P H L L P D H Y U A A U A J
I T D G A Y I P I J F U J B G
P E J P N E T T L E S N O B D
G J P O C R A G P P T T P E T
G K J E H P C D Y K A E R Y E
R B D A O L F E F H T D S K J
A N O B L E K R C R E G R I E
C D A C Y G R G H T L B O N Q
E A Z H A H U I A E Y N G F L
D E C K C D Q T K A T U U E H
M R I F O R F E I T J O E T D

DULY
MELANCHOLY
BANDIT
NOBLE
FORFEIT
NETTLES
ROGUE
STATELY
CHAMBER
GRACE
ABBEY
UNDAUNTED



IS HE REAL OR FICTIONAL?

WRITE SIX WORDS THAT BEST
DESCRIBE HIS APPEARANCE:

IF YOU COULD MEET THIS PERSON,
WHAT WOULD YOU ASK HIM?

NAME FOUR CHARACTER TRAITS THAT HE EXHIBITED.

CHOOSE ONE OF THESE TRAITS, LOOK IT UP AND DEFINE IT BELOW.

HOW DID HE EXHIBIT THIS TRAIT IN HIS LIFE?

DID PEOPLE LIKE OR DISLIKE HIM BECAUSE OF THIS TRAIT? WHY?

DO YOU THINK THIS TRAIT WAS PLEASING TO GOD? WHY OR WHY NOT?



IS SHE REAL OR FICTIONAL?

WRITE SIX WORDS THAT BEST
DESCRIBE HER APPEARANCE:

IF YOU COULD MEET THIS PERSON,
WHAT WOULD YOU ASK HER?

NAME FOUR CHARACTER TRAITS THAT SHE EXHIBITED.

CHOOSE ONE OF THESE TRAITS, LOOK IT UP AND DEFINE IT BELOW.

HOW DID SHE EXHIBIT THIS TRAIT IN HER LIFE?

DID PEOPLE LIKE OR DISLIKE HER BECAUSE OF THIS TRAIT? WHY?

DO YOU THINK THIS TRAIT WAS PLEASING TO GOD? WHY OR WHY NOT?

FEMUR

TIBIA

FIBULA

PAATELLA

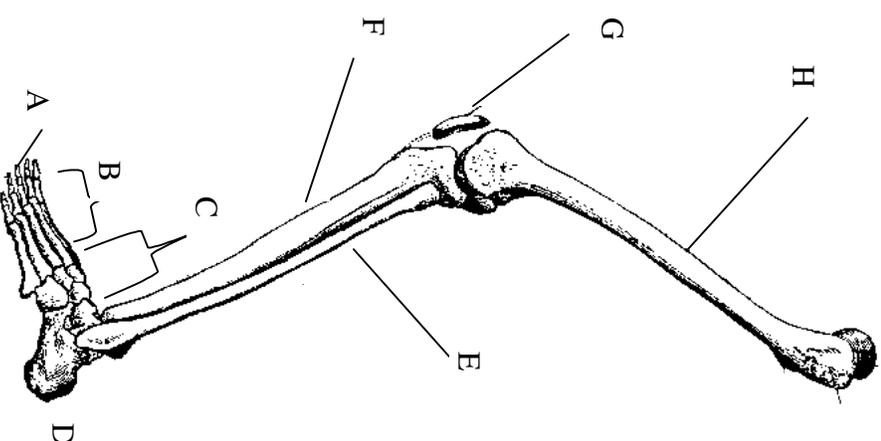
CALCANEUS

TARSUS

METATARSus

PHALANXES

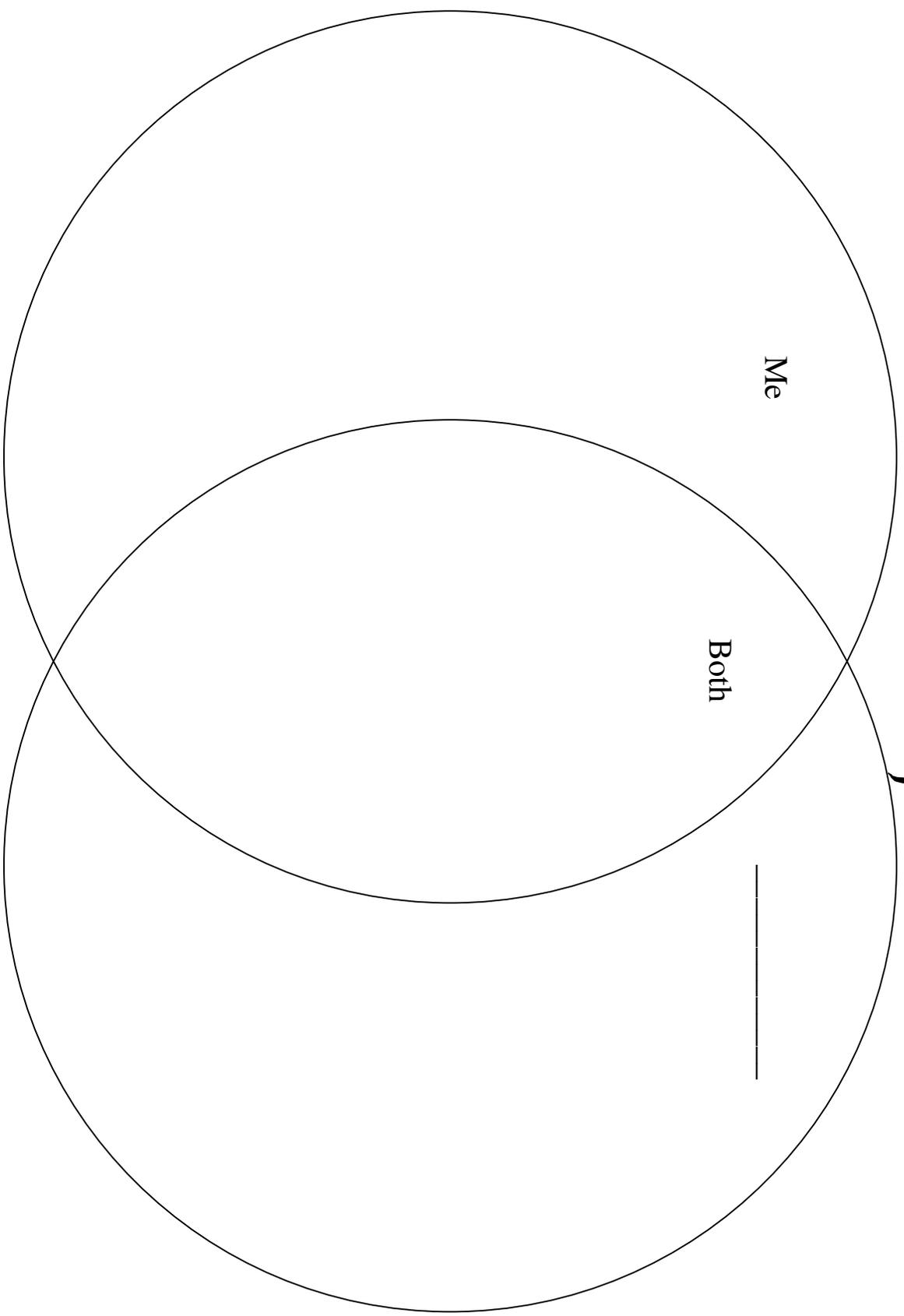
LEFT BONES



Cut on solid lines. Mountain fold on dotted lines. Write letter corresponding with bone under flap. Clipart courtesy of <http://etc.usf.edu/clipart>

© <http://homeschoolshare.com>

Character Comparison





IS HE REAL OR FICTIONAL?

WRITE SIX WORDS THAT BEST
DESCRIBE HIS APPEARANCE:

IF YOU COULD MEET THIS PERSON,
WHAT WOULD YOU ASK HIM?

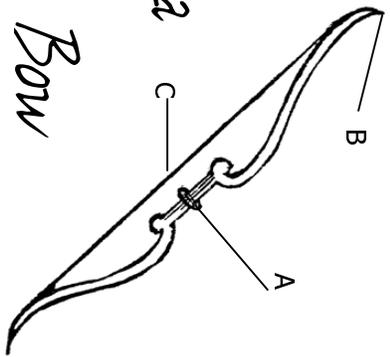
NAME FOUR CHARACTER TRAITS THAT HE EXHIBITED.

CHOOSE ONE OF THESE TRAITS, LOOK IT UP AND DEFINE IT BELOW.

HOW DID HE EXHIBIT THIS TRAIT IN HIS LIFE?

DID PEOPLE LIKE OR DISLIKE HIM BECAUSE OF THIS TRAIT? WHY?

DO YOU THINK THIS TRAIT WAS PLEASING TO GOD? WHY OR WHY NOT?

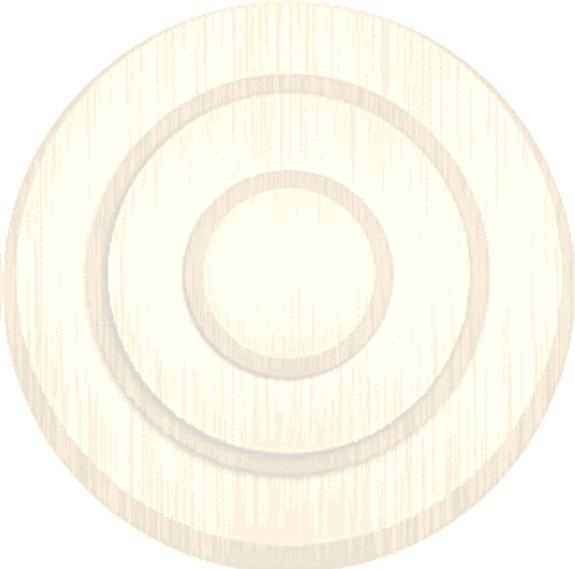
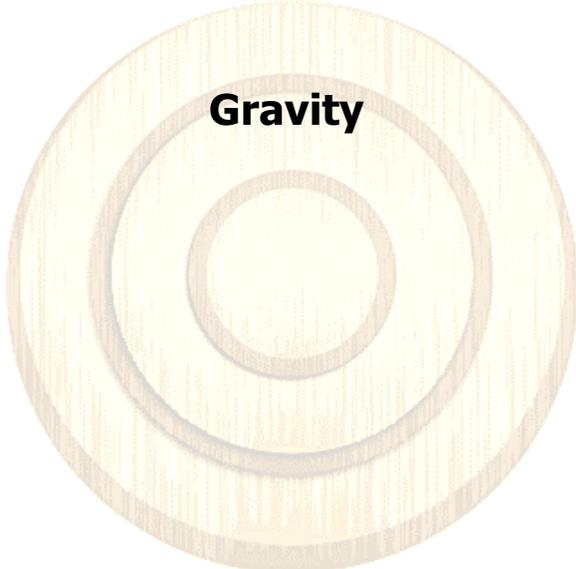
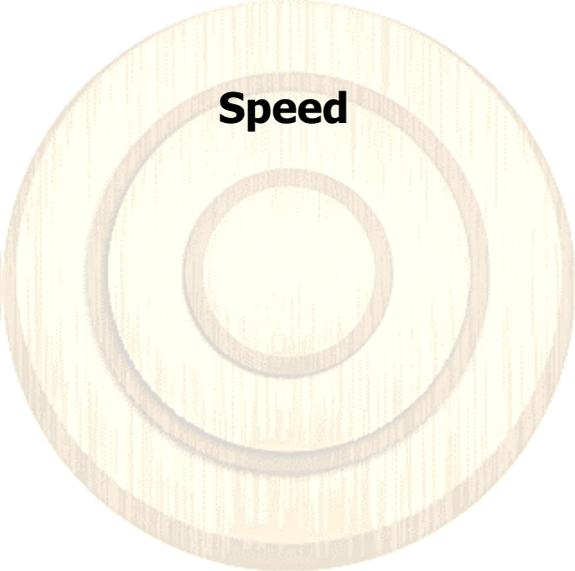
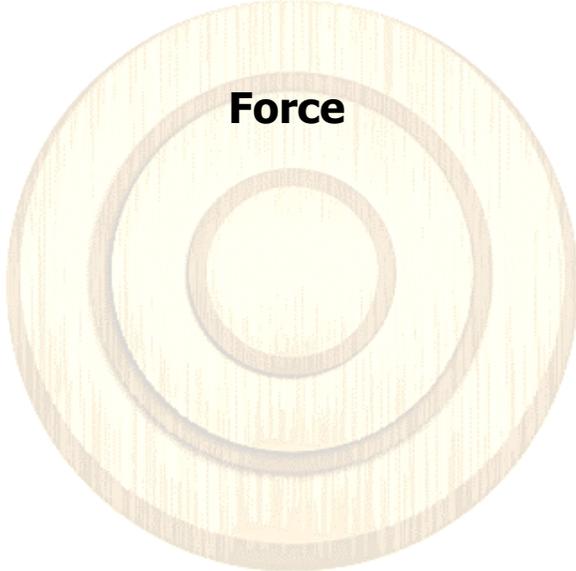
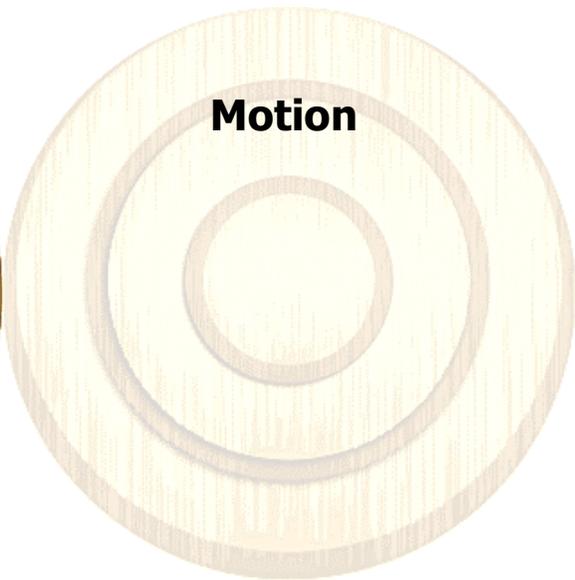
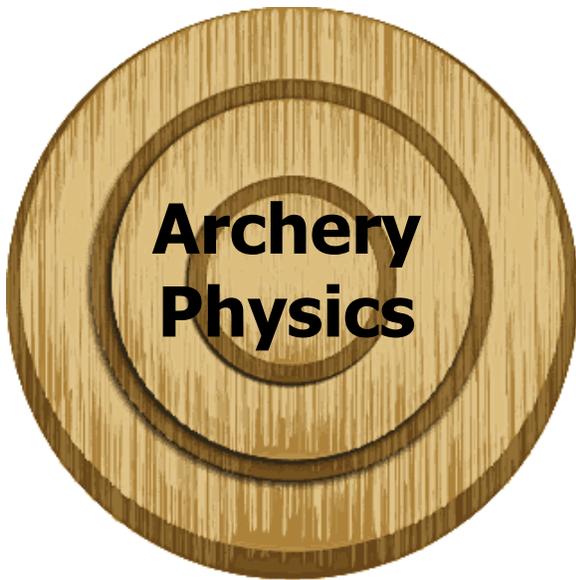
A	B	C
<p style="text-align: center;"><i>Parts of a Bow</i></p> 		

<i>Fletching</i>		<p style="text-align: center;"><i>Parts of an Arrow</i></p> 
<i>Nock</i>		
<i>Shaft</i>		
<i>Tip</i>		

Cut both books on solid lines. Mountain fold on dotted lines.
 Bow Component – under each letter flap write part of bow
 Arrow Component – under each flap write description of part

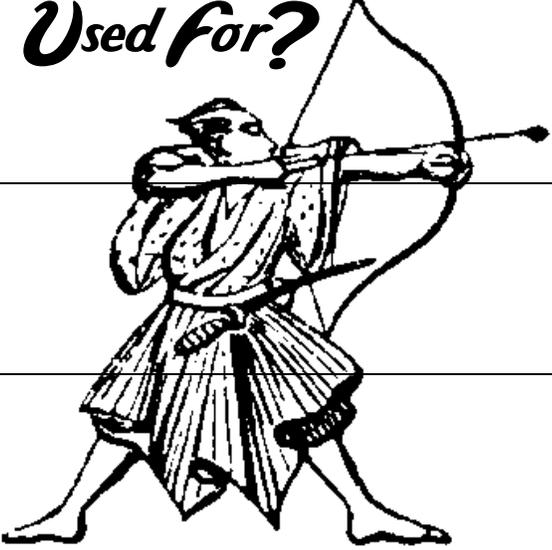
Clipart © <http://etc.usf.edu/clipart>

Component © <http://www.homeschoolshare.com>



Cut out all circles. Stack and staple. Write definitions on each target.

Clipart courtesy of <http://www.wpclipart.com>

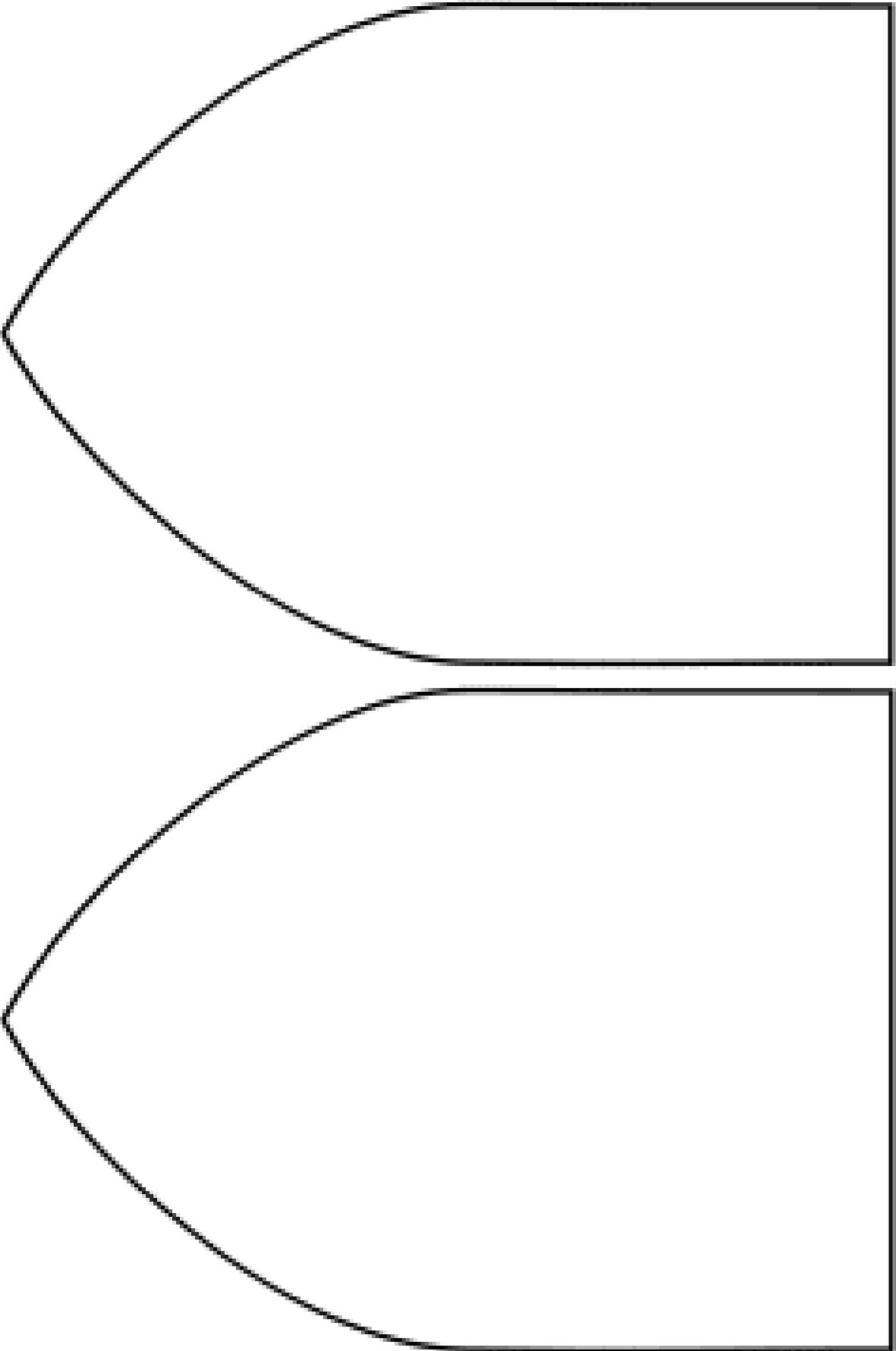
	<p><i>What Was the Bow and Arrow Used For?</i></p>
	

Cut out on solid lines. Mountain fold on dotted line. Under each flap write one use of the bow and arrow. (Hunting, Protection, Warfare, Sport)

	<p><i>Archery Safety</i></p>
-------------------------------------------------------------------------------------	------------------------------

Cut out on solid lines. Mountain fold on dotted lines. Inside matchbook write safety rules.

Make Your Own Shield



Cut out on solid lines. Mountain Fold each corner on the dotted line so words are to outside.
Mountain Fold in half on dotted line so that cover is on top.
Have child write answers under each flap.

www.homeschoolshare.com

How did you train for its use?

Who used it?

**Battle
Axe**

What was it used for?

What did it look like?



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NAME FOUR CHARACTER TRAITS THAT HE EXHIBITED.

CHOOSE ONE OF THESE TRAITS, LOOK IT UP AND DEFINE IT BELOW.

HOW DID HE EXHIBIT THIS TRAIT IN HIS LIFE?

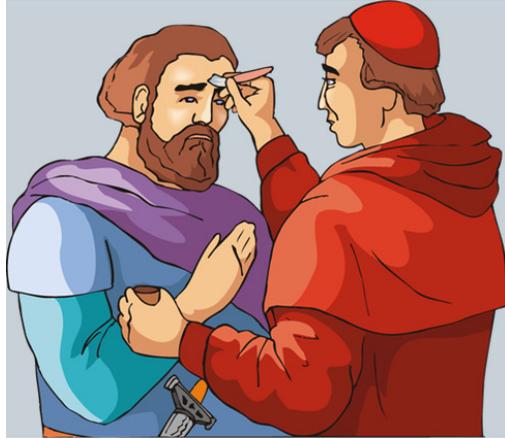
DID PEOPLE LIKE OR DISLIKE HIM BECAUSE OF THIS TRAIT? WHY?

DO YOU THINK THIS TRAIT WAS PLEASING TO GOD? WHY OR WHY NOT?

Print all on paper and cut out on solid lines. Stack with cover on top and staple together on side.



Kill Or Cure



Spiritual Healing

Herbal Remedies

**Animal
Cures**

Handwriting practice area for 'Animal Cures' with ten sets of lines (solid top and bottom, dashed middle).

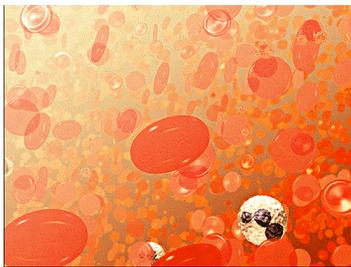
**Blood
Remedies**

Handwriting practice area for 'Blood Remedies' with ten sets of lines (solid top and bottom, dashed middle).

Cut out on solid lines. Mountain fold on dotted lines, folding so cover is on top. On back of each flap write the definition and function of each part of the blood.

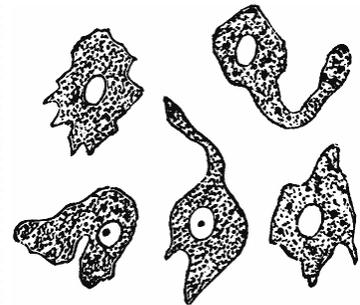
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PLASMA



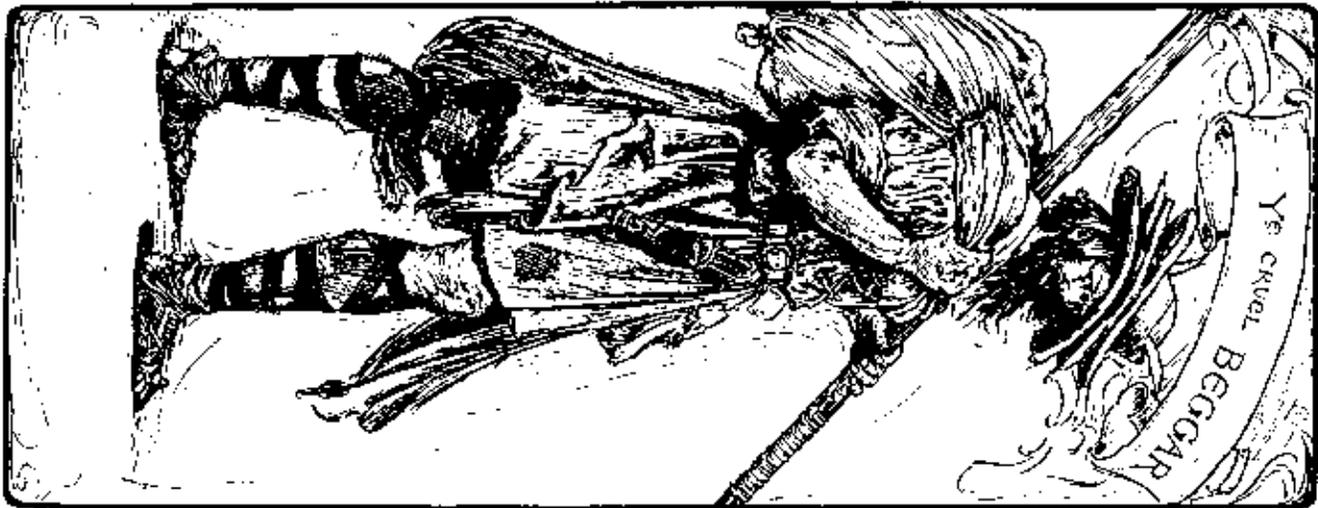
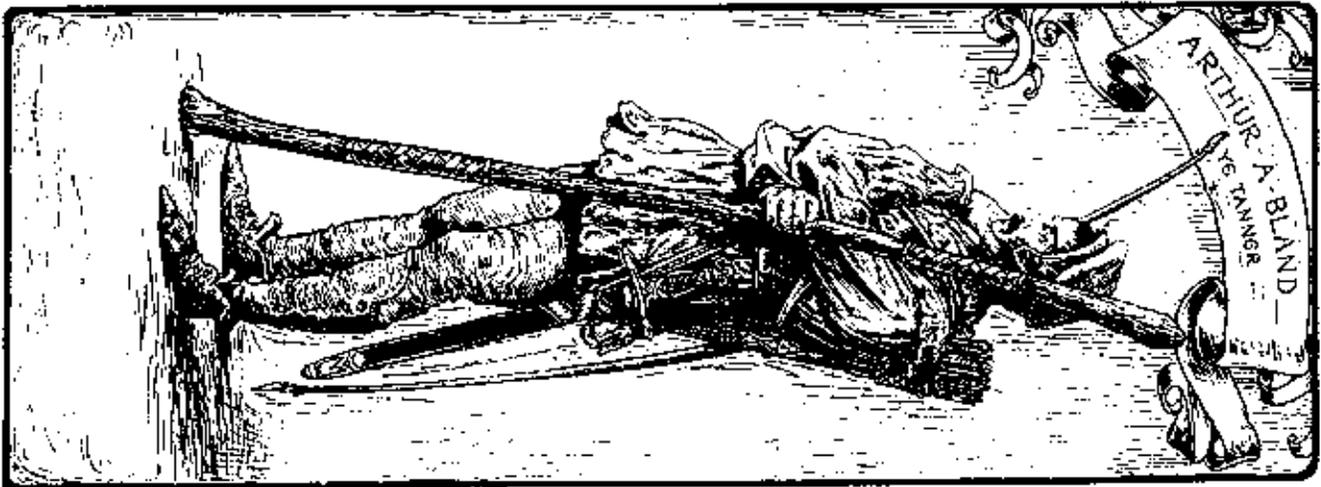
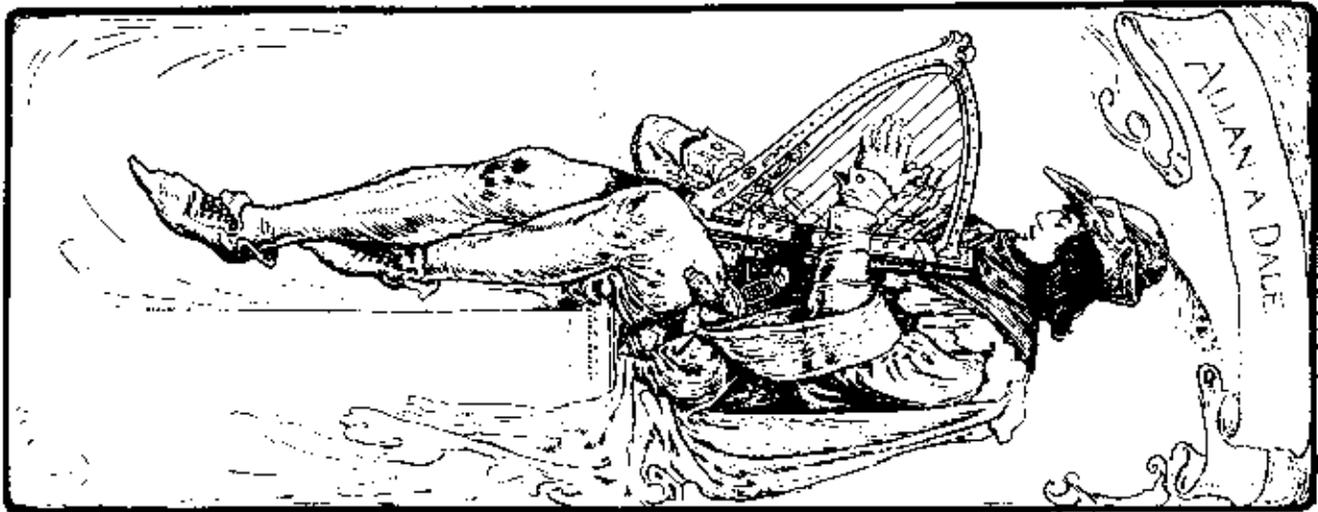
RED
BLOOD
CELLS

This side gets glued into
lapbook



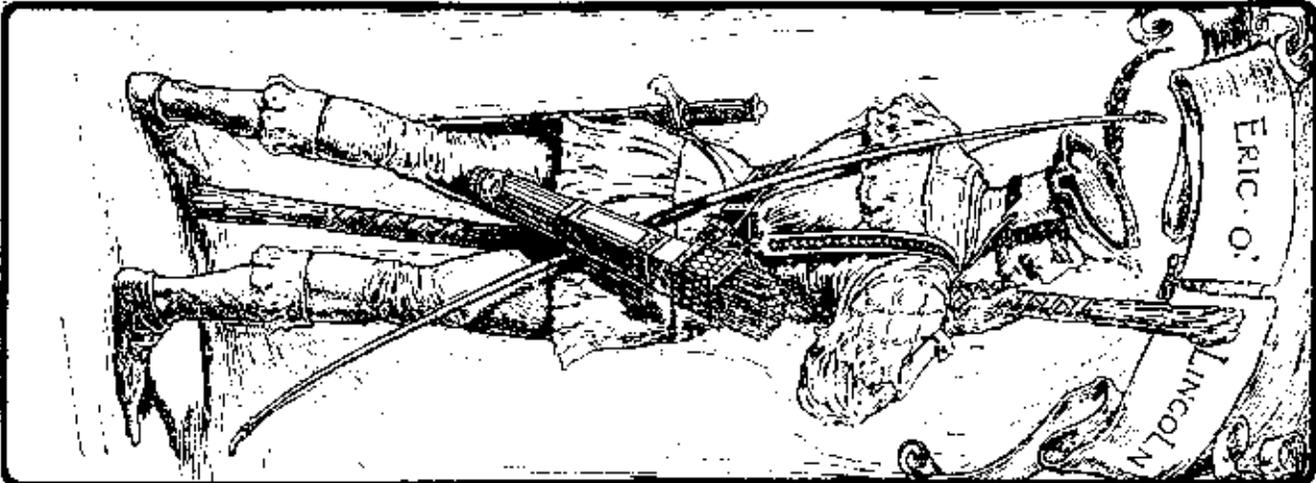
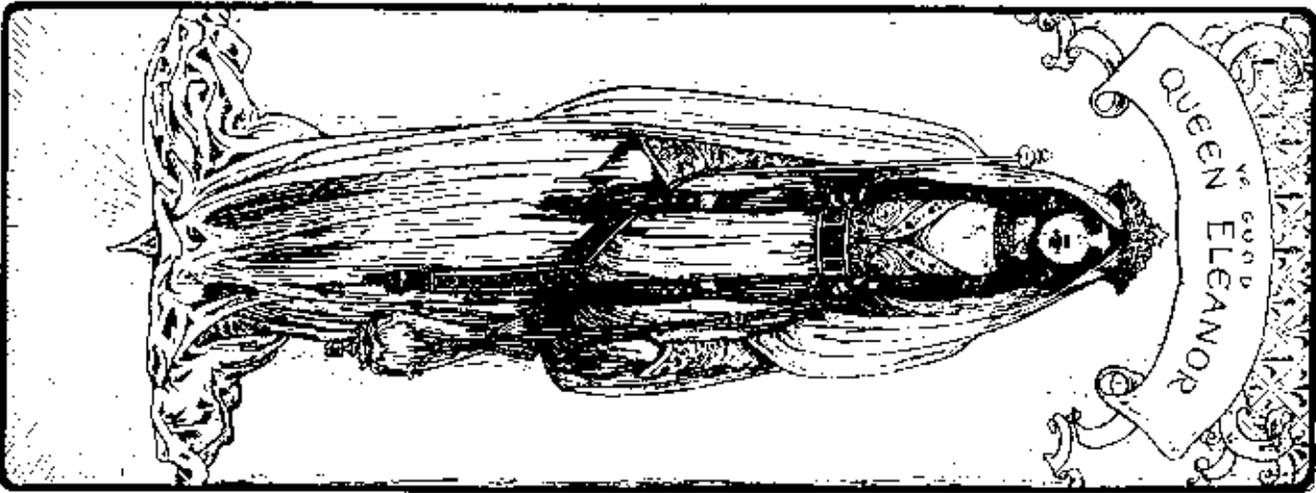
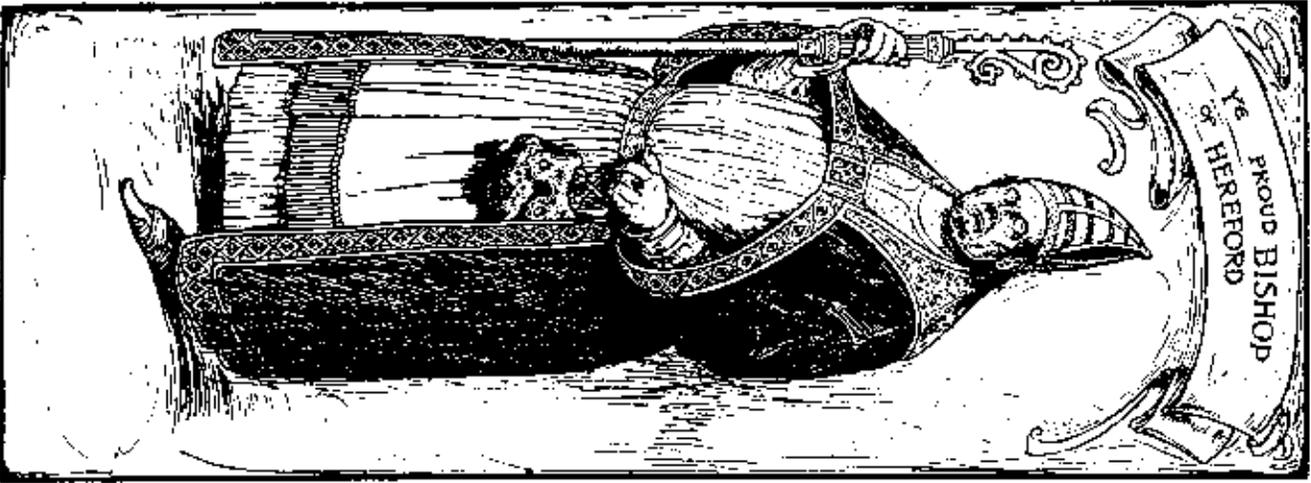
WHITE
BLOOD
CELLS

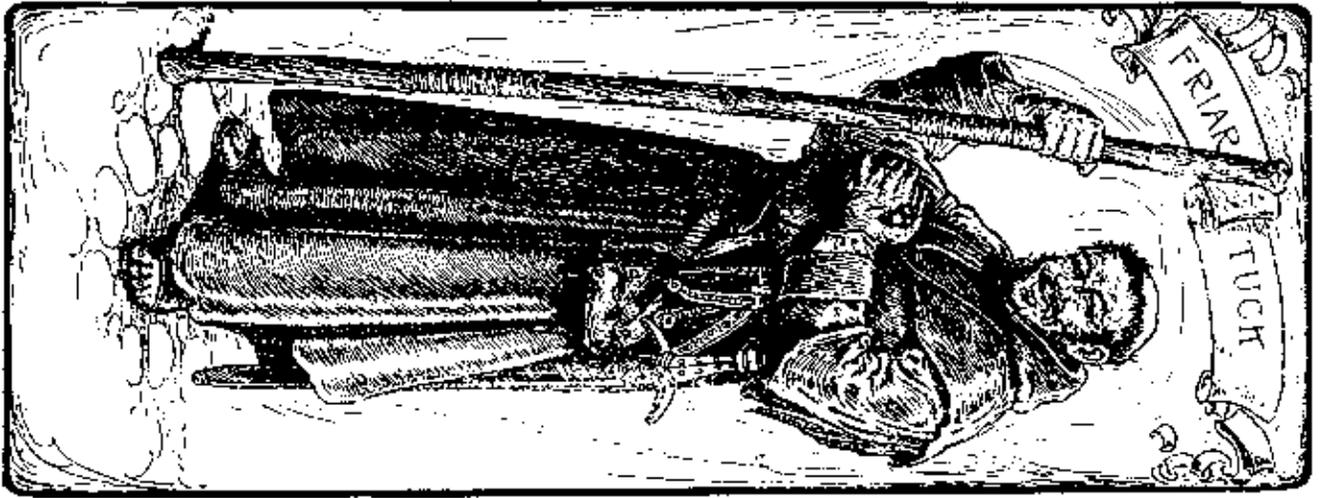
BLOOD



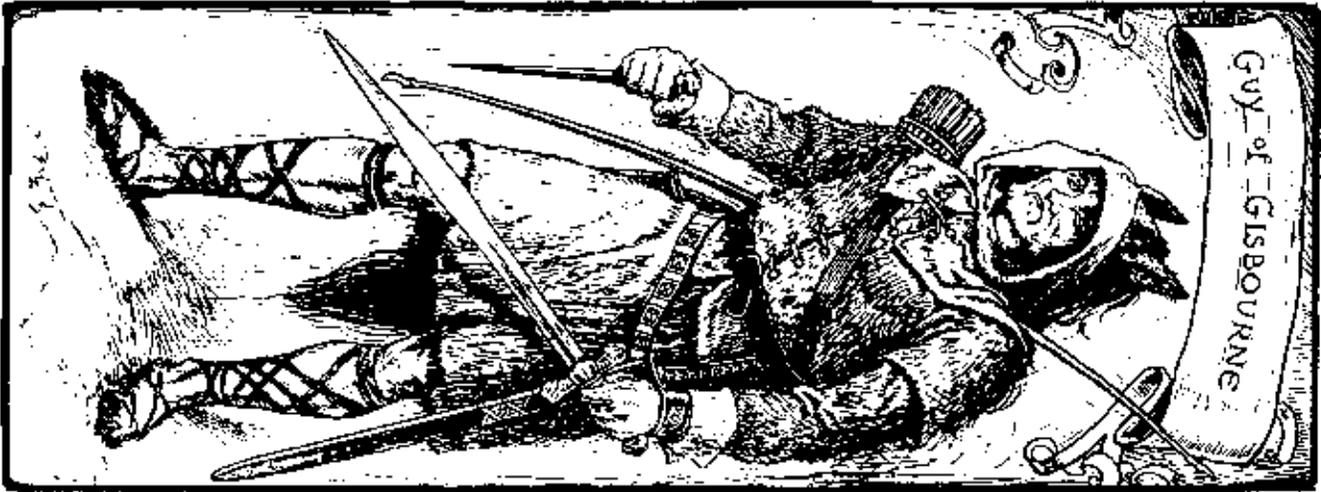
Print all on cardstock. Cut out figures on solid lines. Color them as desired. Cut out stands on solid lines. Fold on dotted lines. Glue center of stand to back of figure. Use to act out different parts of the story. Note: there are characters included that are in other versions of Robin Hood, but not this one. You can make up your own scenes with the characters, or read other versions of the story along with this one to see what roles they played.

Graphics courtesy of <http://etc.usf.edu/clipart/>

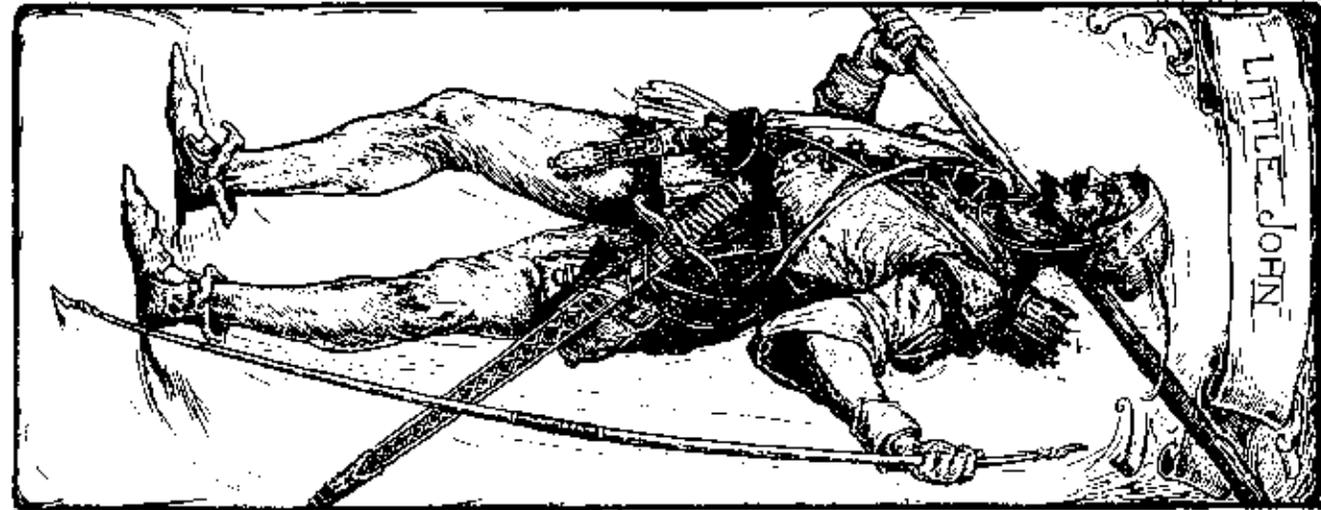




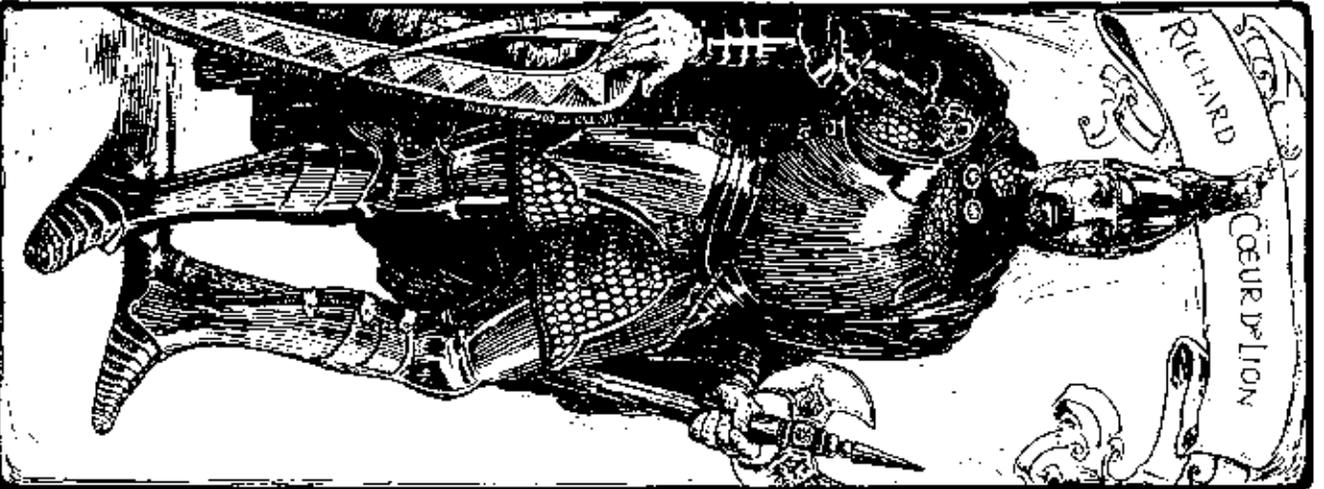
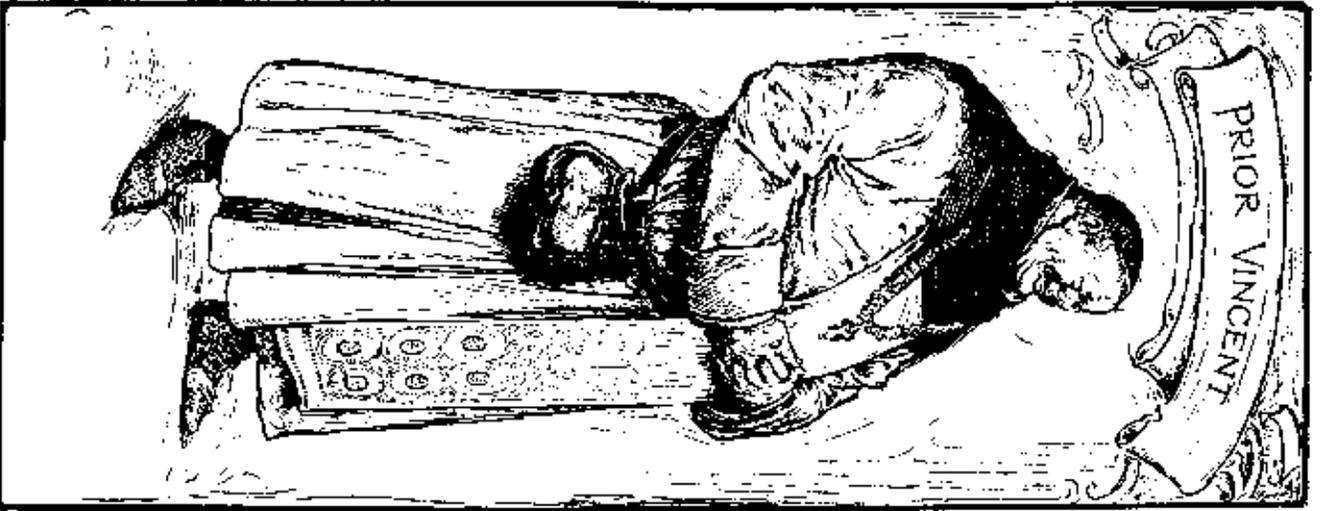
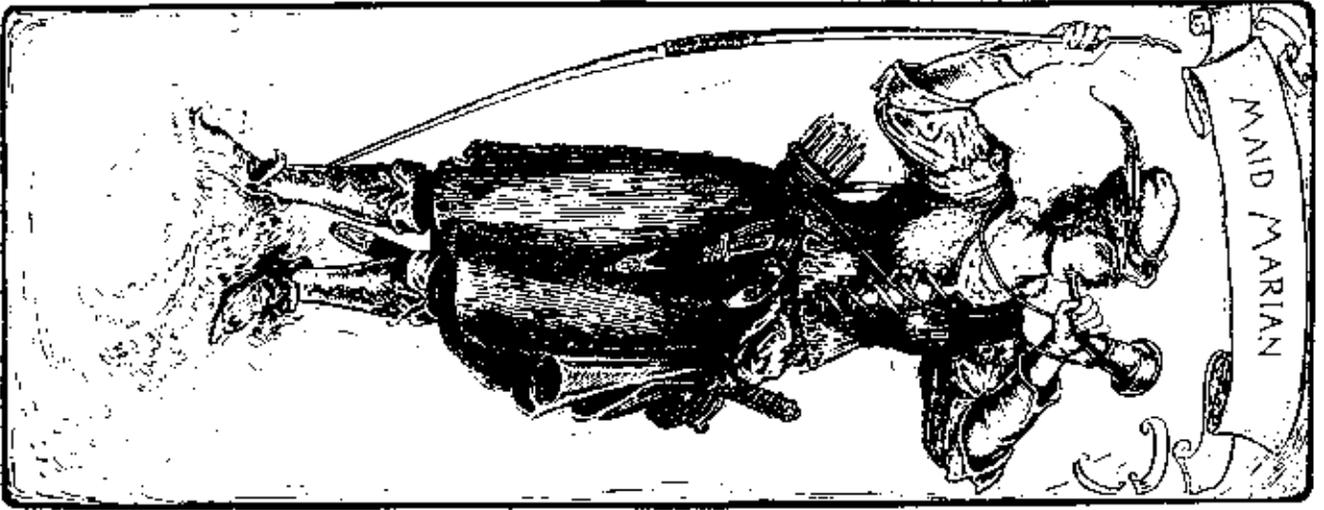
FRIAR
TUCK

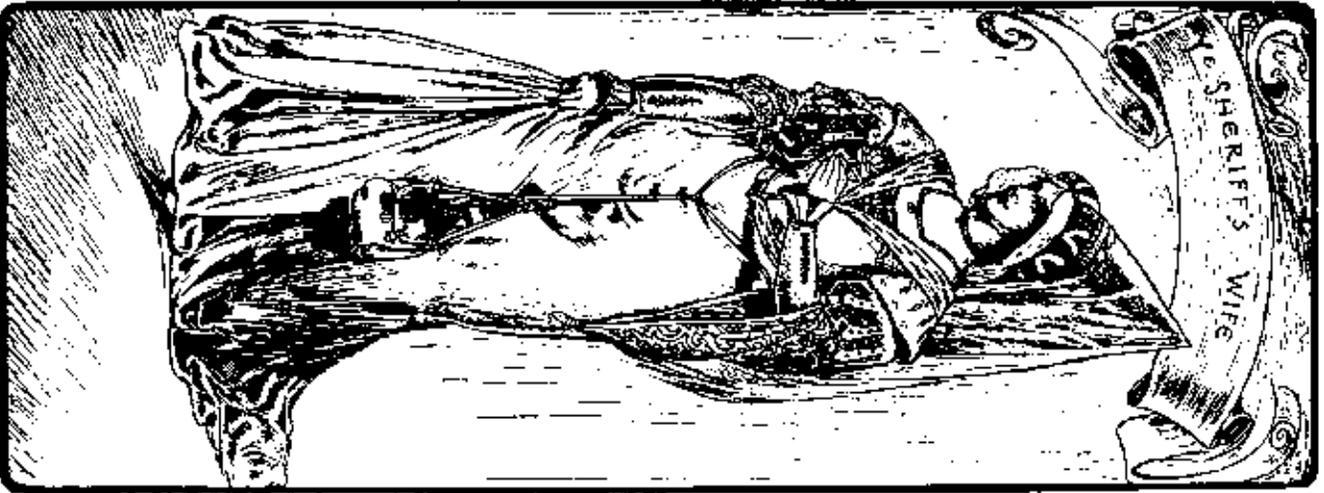
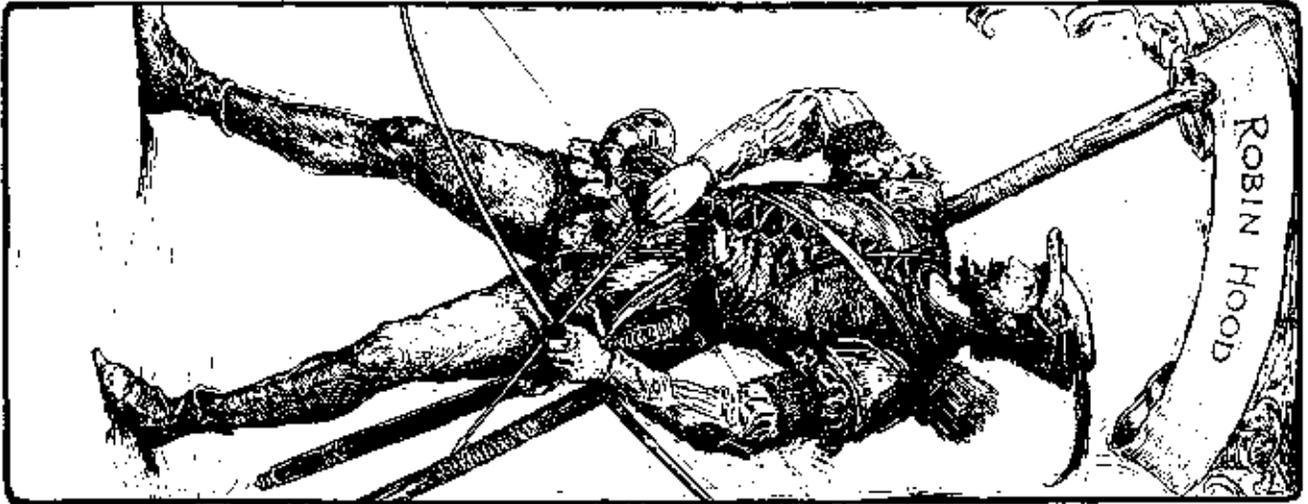


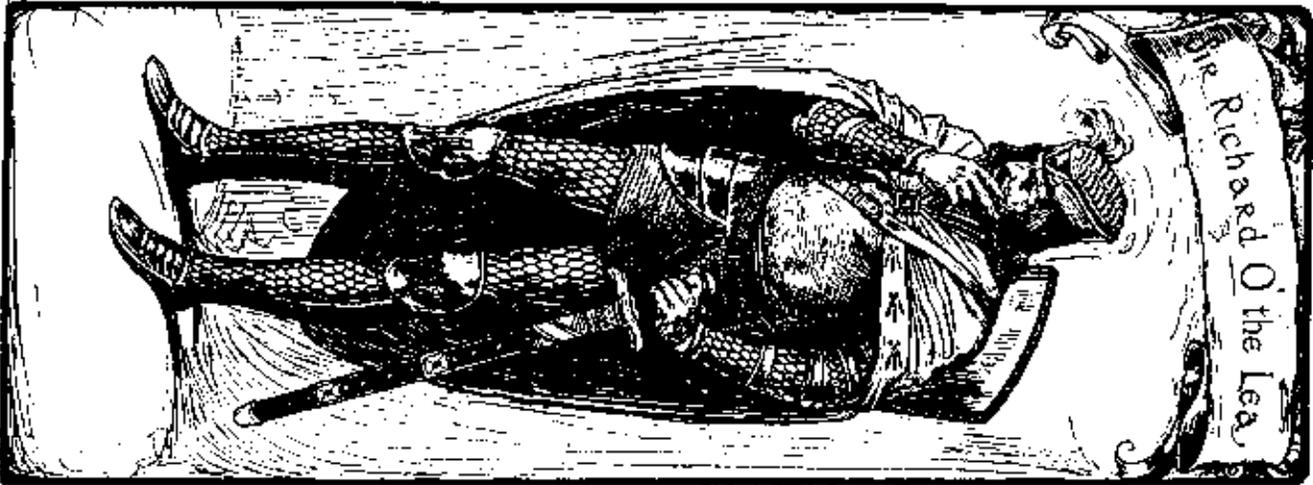
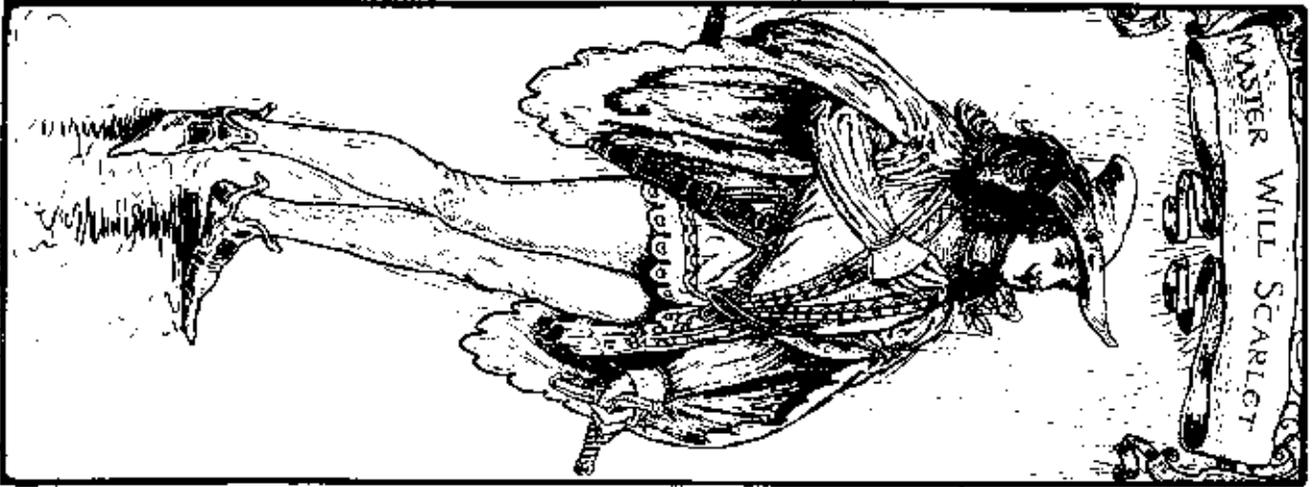
GUY OF
GISBOURNE

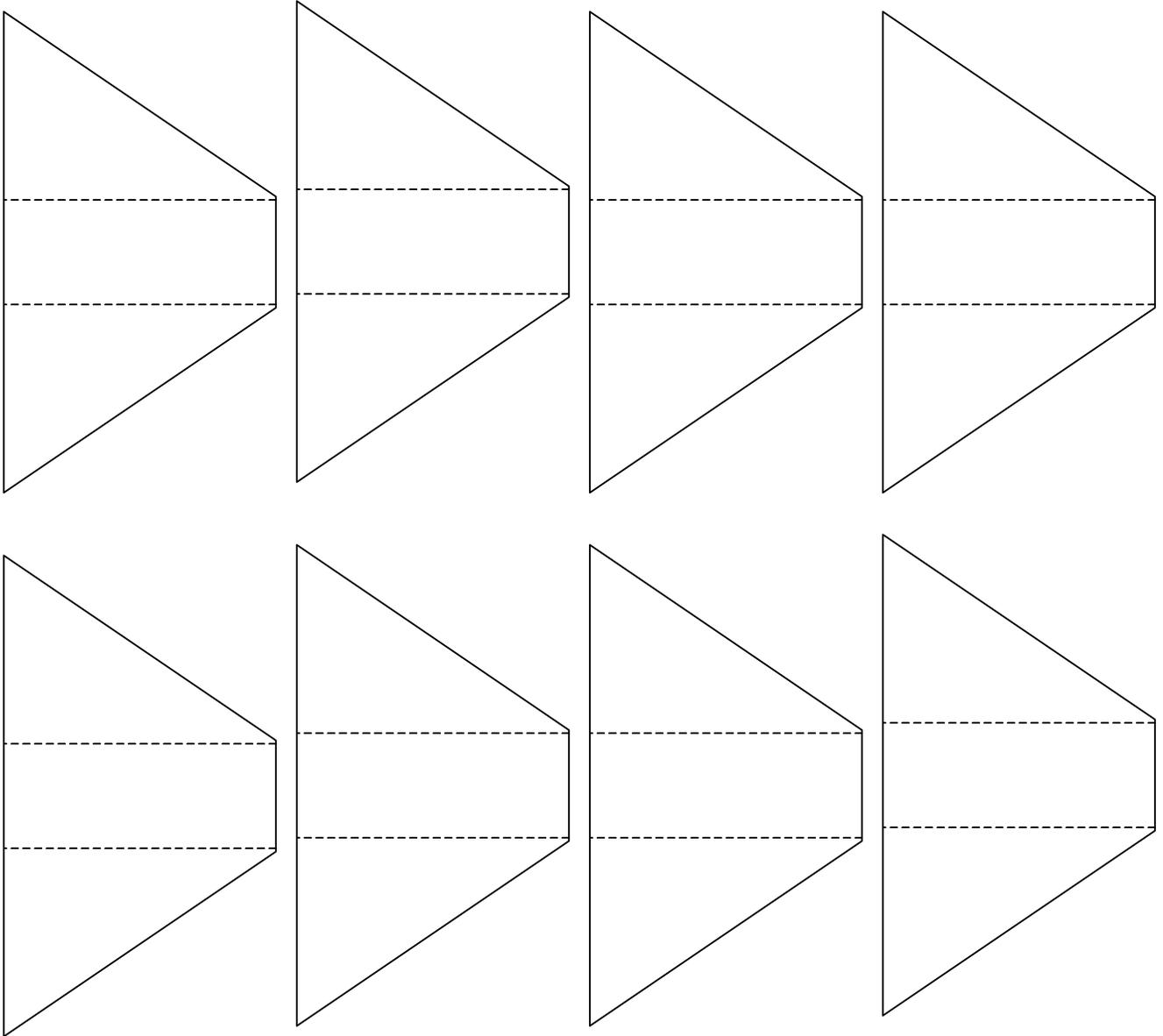


LITTLE
JOHN











MY REVIEW

TITLE:

AUTHOR:

DATE PUBLISHED:

SETTING:

MY FAVORITE PART OF THE BOOK WAS:

MY LEAST FAVORITE PART OF THE BOOK WAS:

THIS IS A PICTURE OF MY FAVORITE SCENE:



MY REVIEW

TITLE:

AUTHOR:

DATE PUBLISHED:

SETTING:

MY FAVORITE PART OF THE BOOK WAS:

MY LEAST FAVORITE PART OF THE BOOK WAS:

THIS IS A PICTURE OF MY FAVORITE SCENE:

