



DANCE ALIVE

NATIONAL BALLET

Artistic Director.....Kim Tuttle
Choreography.....Kim Tuttle
MusicVarious
Fight Choreography
Tiza Garland
Set DesignKim Tuttle
Costume Design.....Kim Tuttle
Light DesignTodd Bedell

Dance Alive National Ballet is a professional ballet company touring the Southeastern United States and Latin America representing the State of Florida.

Dance Alive National Ballet lives up to its name. Movement is at the heart of everything it does. With an extraordinary group of dancers from all over the world, and dynamic leader and Artistic Director, Kim Tuttle, Dance Alive National Ballet has developed into one of the most distinguished and creative ballet companies in the Southeast.

Dance Alive National Ballet continues to develop innovative arts education programming and is involved in artist residencies, developing dance curriculum and outreach performances for public schools.

DANB is sponsored in part by a grant from the National Endowment for the Arts and by The State of Florida, Department of State, Division of Cultural Affairs, and the Florida Arts Council.



Dance Alive National Ballet

Presents

ROBIN HOOD

Trust Dance Alive National Ballet to bring you the finest programs for your students! The Company that brought you *Lady Bug: Action Hero!* now brings you a story filled with action and adventure,

ROBIN HOOD!

You and your students will take a romp through Sherwood Forest with Robin Hood and his merry men as he outwits the evil Sheriff of Nottingham and wins the hand of the fair Maid Marian. Along with Robin your students will meet Friar Tuck, Little John, Will Scarlett and lots of village people. They will love the friendly battle between Robin and Little John!

You know the story, how Robin Hood defended the poor, raised money to rescue King Richard, and rescued Maid Marian from the evil Sheriff of Nottingham. This story ends with the wedding of Robin to Maid Marian. It is for someone else to tell the rest of the tale!

You know you can expect wonderful curriculum material to use with this performance along with dancing by an international cast of award winning dancers. For you, Dance Alive National Ballet presents the best of the best.

"Permission is granted for material included in this Resource Guide to be copied for use in the classroom. A special "thank you" to Linda Piper of Alachua County's Hoggetowne Medieval Faire for some of the curriculum material used in this guide.



There are LOTS of materials in this guide!

Some GREAT ways to use this arts education field trip to enhance your curriculum. Please use our suggestions as springboards and ENJOY!

FIRST Read aloud or provide a copy of Robin Hood to your students.

SECOND Use whatever format you'd like. You'll find "25 of the words students need to understand to be successful in Science" are in bold.

Cognitive Level I:

1. Read the story your field trip performance is based on. **Summarize**
2. Name and describe the main character. **Describe, analyze, identify**
3. What was the difference in the beginning and the end? **Summarize, identify**
4. What different ways did the dancers move? **Analyze, characteristics, describe, properties**
5. Identify the setting **Analyze, characteristics, describe, properties, identify**
6. List the story/ballet events in the order they happened. **Analyze, identify, summarize**
7. Contrast and compare the costumes in the ballet. **Analyze, conclude, determine, explain, support**
8. Explain the problem or conflict in the ballet/story. **Analyze, conclude, determine, explain, support**
9. Explain how the dancers used movement to tell the story or develop the characters. **Analyze, conclude, determine, explain, support**
10. Discuss how technical elements were used in the performance. **Analyze, describe, conclude**
11. Draw a picture of a character. **Describe, illustrate**
12. Illustrate or make a diorama of a scene from the ballet. **Describe, illustrate, identify**
13. Draw a poster to advertise the performance. **Illustrate, describe, analyze, determine, support**
14. Work with other students to act out a scene. **Describe, identify, illustrate, analyze**
15. Write a narrative story to summarize the plot of the ballet. **Describe, illustrate, conclude, explain**
16. Make a mobile showing events in the story. **Identify, illustrate, describe**

Cognitive Level II:

1. Would the main character make a good friend? Write an expository essay explaining why or why not. **Analyze, determine, explain, support**
2. Create a graph that records performance data such as: female characters and male characters—good and bad. **Analyze, compare, explain, identify, illustrate**
3. Compare/contrast a character to someone you know or compare/contrast the setting to a different location or time. **Analyze, compare, conclude, determine, illustrate, support**
4. Imagine the story in a different time or place. Design sets or costumes for the new setting. **Analyze, determine, illustrate, conclude, compare, contrast**
5. As director, plan the performance or a scene in your classroom. Include cast, set, costumes, scenery, props, etc. **Analyze, determine, explain, illustrate**
6. Create a new ending to the story. **Analyze, conclude, determine, explain, illustrate**
7. Write a letter convincing a friend to go see this ballet. **Explain, support, describe, infer, illustrate**
8. Write a letter to Dance Alive National Ballet nominating a performer for "Best Dancer Award". Explain why. **Compare, contrast, describe, explain, support, determine, identify**
9. Rate the performance. Decide on criteria for judging—sets, costumes, dancing, lighting, etc. **Analyze, conclude, compare, contrast, explain, support**
10. Discuss the feelings of the various characters. **Analyze, describe, explain, infer, support**
11. How do the dancer characters differ from real life people? **Analyze, compare, contrast, explain, identify, illustrate, support**

Teacher Resources Follow Along with LOTS of activities!

Robin Hood Synopsis

ROBIN HOOD

In England in the days of yore there lived a bold and noble young man named Robin Hood. He was fiercely loyal to King Richard the Lion Heart who was fighting abroad in the Crusades. King Richard's younger brother, Prince John, was ruling in his absence. Prince John was a tyrant, destroying the very fabric of the country. In Nottingham, where Robin lived, the appointed Sheriff was a cruel and greedy man, over taxing the people and subjecting them to cruel and unwarranted punishments when they could not pay. It was a bleak time. One man rose to the occasion. The brave Robin of Locksley became a leader of the people, defending them against the tyranny of The Sheriff of Nottingham. For his stand he was outlawed, and the dense neighboring woods of Sherwood Forest became his home and the home of his followers.

This is the story of Robin, his faithful followers, and his true love, the Lady Marian.

Act I

Scene 1. At the Crusades. King Richard is wounded during the crusades. In spite of his injury, he leads his men in battle, and for that is named 'Richard the Lion Heart'. He is too weak to return home, but gives his young squire, Robin, the peacock arrow that had wounded him. The story of King Richard's bravery, and the famous arrow is told throughout England, much to Prince John's dismay.

Scene 2. Outside of Nottingham. Several years later Robin is attending a fair in his home of Nottingham. The Sheriff, his wife, the Sheriff's friend, Lord Carval, and the Prince's ward, the beautiful Lady Marian, are all in attendance. Marian is immediately attracted to the dashing young man, and Robin to the sparkling Marian. During the festivities there is a friendly wrestling match between Will Scarlett, Robin's cousin, and Much, the Miller's son. Much inadvertently bumps into Lord Carval, who angrily draws his sword in response. Robin steps in to save Much, and a fight ensues. The Sheriff, finding the man in green entertaining, stops the sword fight and demands that the winner be decided by an archery contest. Robin, being the best archer in the land, wins the contest, but the Sheriff sees the brilliant plumage on Robin's arrow, and knows that he has found King Richard's loyal young squire from years before. From that time on, Robin is outlawed, and Much, the Miller's son becomes his loyal follower.

Scene 3. Sherwood Forest. Robin is hunting in Sherwood Forest, and sees an uncommonly large man on a bridge who happens to be blocking Robin's path. Robin, being a hot-blooded youth, challenges him to a fight. Quarterstaffs at hand, they battle. Robin is knocked into the river. He laughingly admits to defeat, and immediately asks the tall man to join his band in the forest. John Little, as he is known, has heard of the loyal outlaw, and eagerly agrees. Robin jokingly renames him, 'Little John'. Shortly thereafter Robin comes upon a sleeping friar who is fishing at a stream. Thinking to play a joke on him, Robin catches a fish and puts it on the sleeping friar's lap. The friar awakes with a start, thinking God has gifted him with the fish. Robin, laughingly heartily, tells the friar to get up and carry him across the stream. The friar grudgingly agrees, but then tells Robin he has left his cross and rosary on the bank, and would Robin please carry him back. This goes on, and soon the friar dumps Robin into the stream. The friar and Robin begin a playful knife fight, and surprisingly, the friar is so adept he beats Robin! He, too, discovers that Robin is 'the' Robin of the Forest, King Richard's staunch supporter, and happily joins the group. They merrily return home.

Scene 4. Inside Nottingham Castle. Guests are enjoying a party. The Sheriff is engaged in repartee with his wife, the beautiful but devious Glenwys. He is plotting a way to capture Robin Hood. First, he must find him. His wife reminds him that Robin was smitten with Lady Marian, and perhaps Marian can be 'bait'. Marian overhears the two, and knows that she must warn Robin.

Scene 5. Sherwood Forest. Marian heads for the forest in disguise. She runs into Robin, who doesn't recognize her, and challenges her to a duel. A fine swordswoman herself, she accepts the challenge. The match is a draw. When she reveals who she is, Robin is overjoyed, and invites her to his forest hideaway. After a time, she will return to the castle, but not before she has happily agreed to become his wife.

INTERMISSION

Act II

Scene 1. Sherwood Forest. The Bishop of Hereford is traveling to London through Sherwood Forest with the Lovely Fiona, a young recently orphaned maiden, when they are stopped by Robin and his merry men. Fiona is reluctantly betrothed to an elderly nobleman. The Bishop will be receiving a large sum for his efforts in securing a lovely wife for the nobleman. Fiona is miserable and does not wish to marry, but she must obey the Bishop or be sent into servitude. Robin takes the Bishop's money, and gives it to Fiona. Fiona finds love with Will Scarlett. Seeing Will and Fiona so happy reminds him of his love for Marian.

Scene 2. Inside Nottingham Castle. The Sheriff expresses his hate for Robin.

Scene 3. Outside of Nottingham. The Sheriff's men are searching for Robin. They see starving peasants who are illegally killing deer to feed their families and brutally attack them. They frighten children and terrorize women. Many people are handcuffed and taken to the castle dungeon. In their arrogance, they become more and more aggressive, and blind to the horror they are inflicting. Robin and his men do their best, but it is not enough. Robin fervently wishes for King Richard to return from the Crusades.

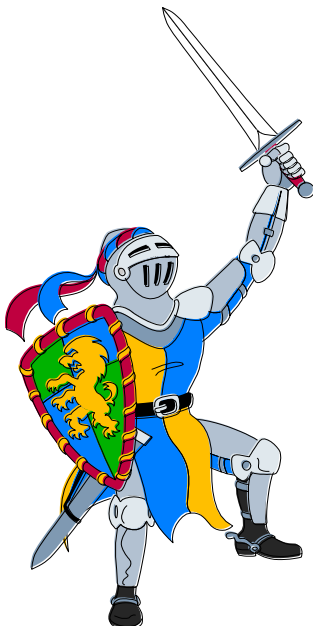
Scene 4. Sherwood Forest. Robin is in the forest, frustrated and angry at the misdeeds of the sheriff's men when Bess, Marian's lady-in-waiting, arrives at the outlaw's hideaway. Startled, he asks her what is wrong. She tells him that the Sheriff has charged Marion with treason, and that she will be beheaded within a fortnight. Nothing will stand in Robin's way of saving the woman he loves, and he is off to the castle.

Scene 5. Inside Nottingham Castle. In the castle, the Sheriff is pouring over his papers when Robin surprises him. Robin and the Sheriff fight to the death. Glenwys arrives to find her husband mortally wounded. She lunges for Robin with a hidden dagger, but is saved by the timely arrival of Little John, Will and Friar Tuck. Robin finds Marian, little the worse for wear, and they once again declare their love.

Scene 6. Outside of Nottingham. The villagers celebrate May Day and their release from the Sheriff's tyranny. Robin and Marian are to be crowned King and Queen of the May. At the height of the festivities, King Richard appears, returned from the war. In appreciation of his loyalty and devotion, the King knights Robin, dubbing him Robin, Earl of Locksley. Peace has returned, and justice has triumphed - and love has conquered all.

~

To be sure, Robin Hood represents all who rebel against injustice. But was he a real person, or did we just create him out of our own hopes and dreams? That's a question for the ages. Although there are several allusions to a 'Robin' in many areas of England during medieval times, no one knows for sure if he really existed, and historians are generally in disagreement. What we DO know is that everyone needs a hero, and Robin Hood fits the bill to a 'T'. Here's hoping that his spirit of loyalty and fairness stays with us forever.



NOTE:

The full length work is about 2 hours. Needless to say, a school performance is shorter! The work will be reduced to 1 hour and include those things that are necessary to make the story AND interest a younger audience!

BOOKS, AUDIO & VIDEOS OR DVD'S

BOOK:

*Merry Adventures of Robin Hood
 Robin Hood
 Robin Hood
 Robin Hood
 Robin Hood
 Robin Hood
 Robin Hood
 Robin Hood
 Robin of Sherwood
 Adventures of Robin Hood
 Robin Hood
 The Story of Robin Hood

AUTHOR

Pyle
 McSpadden & Hildebrandt
 Ingle & D'Andrea
 Hayes & Benson
 Creswick & Wyeth
 Early
 Williams
 Philip & Harris
 Morpurgo & Forema
 Green & Crane
 Vivian & Edens
 Disney

*The first! Great illustrations. Not for young children, but a great read!

RELATED BOOKS:

Wild Boy
 Lizzie Silver of Sherwood Forest
 Rowan Hood
 Lionclaw
 In A Dark Wood
 Magic By The Book

Springer
 Singer & Nerlove
 Springer
 Springer
 Tomlinson
 Bernstein & Kulikov

AUDIO:

Adventures of Robin Hood
 The Adventures of Robin Hood

Leitch
 MGM Curtiz

VIDEO/DVD:

*Robin Hood
 **Adventures of Robin Hood
 Adventures of Robin Hood
 Robin Hood Prince of Thieves
 The Story of Robin Hood & His Merrie Men

Disney Phil Harris/Peter Ustinov
 (1938) Errol Flynn, Olicia DeHaviland, Basil Rathborne
 TV program Richard Greene
 Kevin Kostner
 Richard Todd

*Best for children.

** The best film version

Books, Videos & DVD's found in most public libraries. Additional video & DVD on Amazon.com.



THE LIFE AND TIMES OF ROBIN HOOD

This story takes place during the middle ages; a time between antiquity and the beginning of modernization. Specifically, during the reign of Richard I, the absent king. (1189-1199.) Richard, known as Richard the Lionhearted spent most of his time outside of England on Crusades or holy wars. Captured by his enemies, his people raised a huge amount of money to pay his ransom. Richard's brother, King John was as unpopular as Richard was popular. He was a weak ruler who abused his powers and seized church lands. Once he did this he united the church and powerful nobles against him. On June 15, 1215 he was forced to sign the Magna Carta, a document that limited royal power and gave people rights and privileges.

If you lived in the Middle Ages you were part of the Feudal System. This was a highly defined social system with the King at the top. Under the King were the Dukes, Counts, and Bishops. Then came the Knights. This was a type of military system that provided protection for the land holder.

The class structure of the Middle Ages was absolute. People believed God intended them to be in the class structure they were born into—and they would most likely stay there. The Noble Class included King, Dukes, Counts, Bishops, Knights, Barons, Earls, etc. The Middle Class included merchants, craftsmen, tradesmen, guild members, and apprentices. The Lower Class consisted of serfs and peasants, who were considered a nobleman's property.

In this period of time religion was absolute. It influenced every aspect of life. Since the largest religion was Christianity and the Catholic Church the largest, Popes had a huge impact.



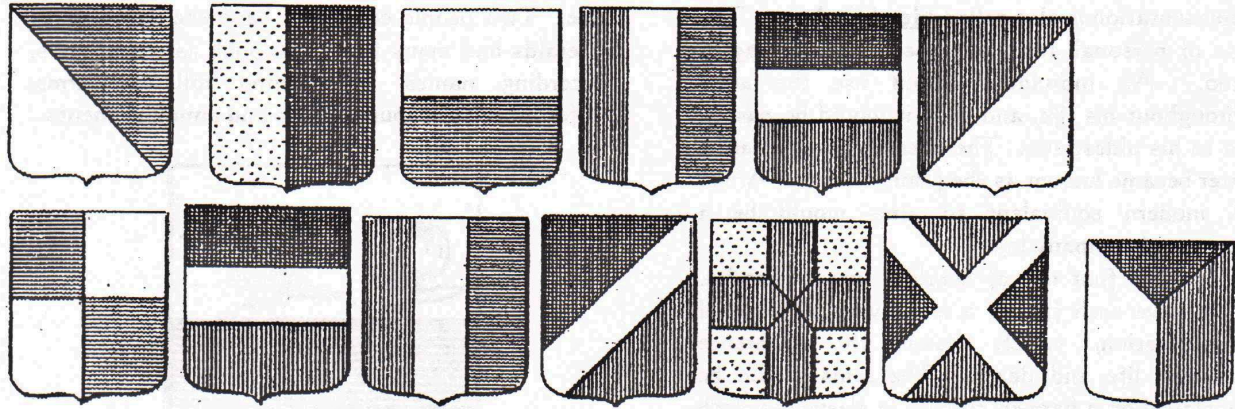
Have your students design a **Shield** with their own "**Coat of Arms**". Remind them that a coat of arms was kind of like a logo. It was a way for the nobility to identify themselves—especially important during a battle! Arms could be displayed on a banner, clothing or on a shield.

- Background color or tincture is called a field.
- Tinctures are split into two types:
 - Colors are red, blue, black, green, purple.
 - Metals are white and gold.
- The field can be divided in many ways. See the next page.
- On top of the field you place a heraldic charge or object. Examples of charges are animals, weapons, plants, flowers, etc.
- Give the field or divided field a tincture.
- Give the charge or charges a tincture.

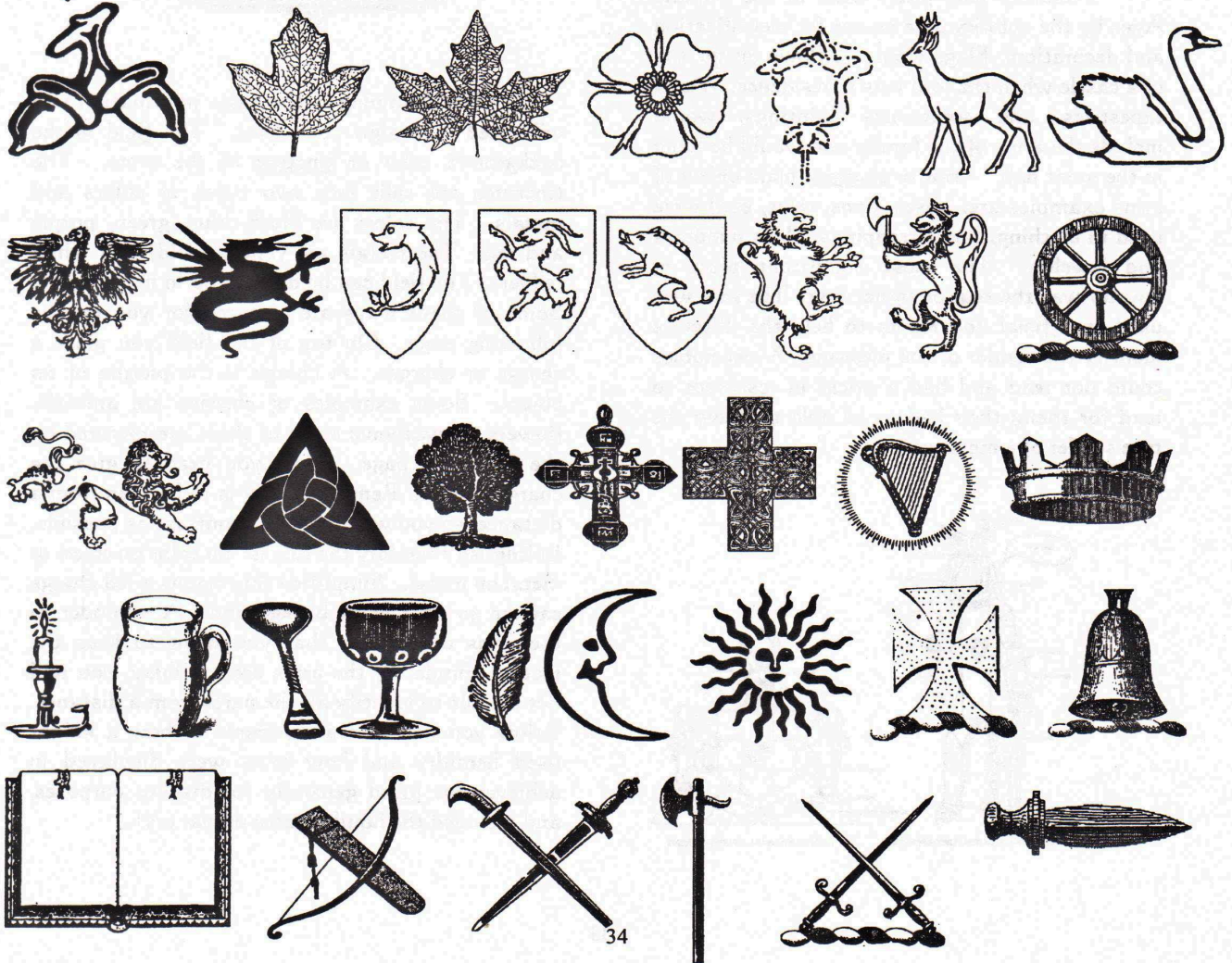
See the next page for fields and charges!

HERALDRY PAGE

Field Divisions:

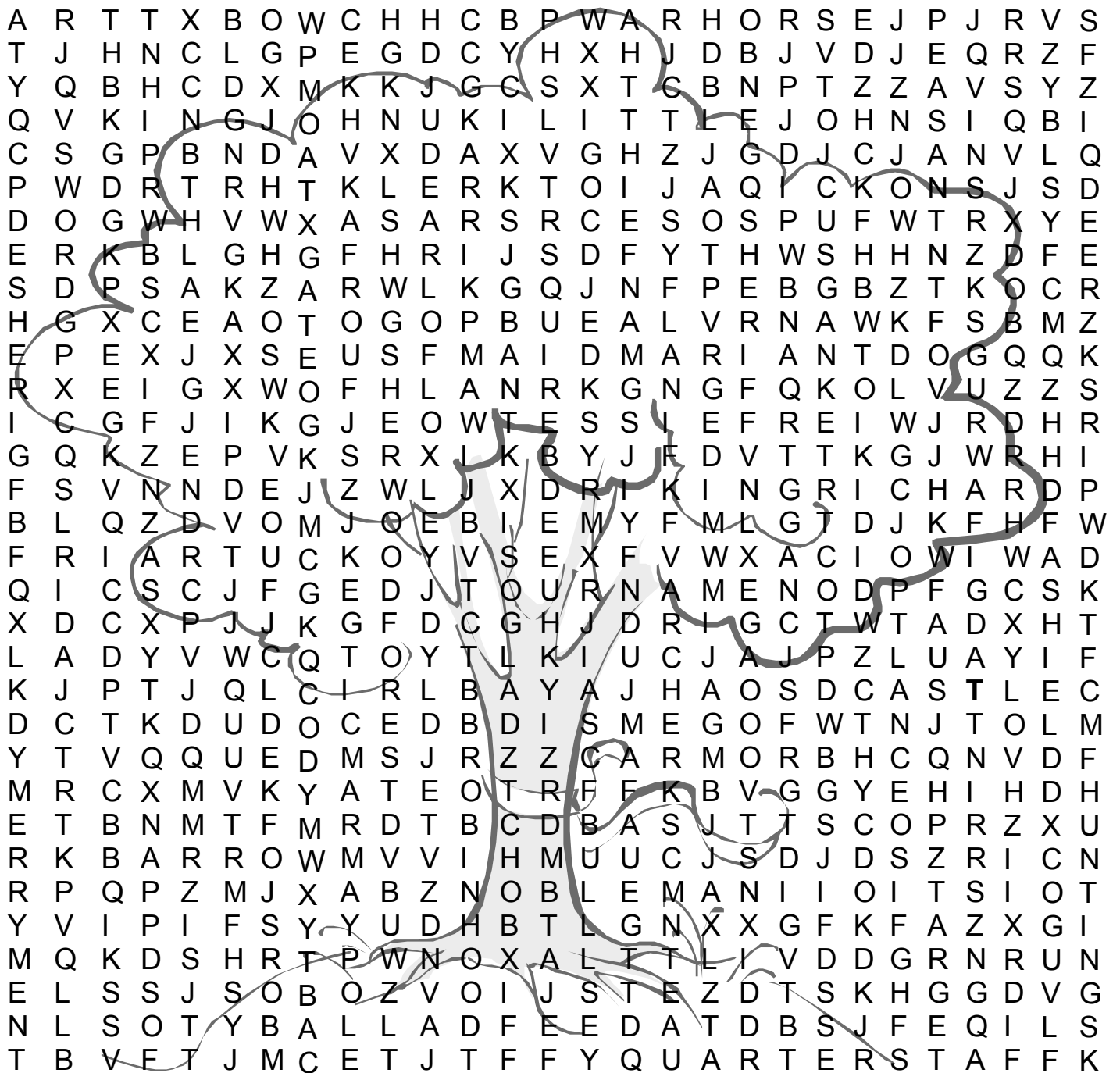


Charges:



ROBIN AND HIS MERRY MEN HAVE HIDDEN IN SHERWOOD FOREST

Find as many of the words below as you can



ARCHER
ARMOR
ARROW
BALLAD
BOW
CASTLE
DEER

EARL OF LOXLEY
FRIAR TUCK
HUNTING
KING JOHN
KING RICHARD
LADY
LANCE

LEGEND
LITTLE JOHN
MAY POLE
MOAT
NOBLEMAN
PEASANT
QUARTERSTAFF

ROBIN HOOD
SHIELD
SHERIFF
SHERWOOD FOREST
SQUIRE
THIEF
TOURNAMENT
WAR HORSE



ROBIN HOOD, PRINCE OF THIEVES AND HIS MERRY MEN

From the list below, fill in the blanks so that the story reads correctly.



Many, many years ago a great king, _____ had gone away from England to the middle east on a _____. While he was gone, his brother Prince John made himself _____. Along with his evil friends, including the _____ of _____, he planned to make the people pay more taxes so they could become very rich.

_____, having lost his land to the evil king, decided to gather many good fighting men to stop King John from being a big bad _____. Among them was _____ whom Robin had had to fight with a _____ on a bridge and both of them got very wet when they fell off. Another very good fighter, which seemed odd, was _____. Robin and his band of _____ set out to defeat King John. One way was by _____ from the _____ noblemen and returning it to the _____ peasants.

In the _____ where King John lived, was a young lady named _____ who was under his protection. He was forcing her to marry someone she did not want to marry. Disguised as a _____, Robin Hood participated in an archery _____ where he planned to try and sneak in the castle and _____ Maid Marian. He was such a good _____ that one of the _____ recognized him. He and his men had to fight their way out of the village.

Maid Marian's _____ was able to escape the castle and ride to _____. She told Robin Hood that she could get help him in to the castle to save Maid Marian. The rescue was a success.

When they went home to Sherwood Forest, Robin Hood and his merry men found visitors. It was Richard the Lionhearted, the true _____, who had returned from the crusades.

Richard the Lionhearted returned to his _____ and Prince John and the Sheriff and all their evil friends were sent away.

Then the King said that Robin and Maid Marian could be married. England was returned to _____ and lower _____, and good defeated evil.

Fill in each blank with one word to make the story complete.

archer
bully
castle
contest
crusade
Friar Tuck
King
King of England
knights

lady-in-waiting
Little John
Maid Marian
merry men
Nottingham
peace
peasant
poor
quarterstaff

rescue
rich
Richard the Lionhearted
Robin Hood
Sheriff
Sherwood Forest
taking money
taxes
throne

A Time Of Knights

(Provided by Hoggetowne Medieval Faire in Alachua County)



Soldiers during the Middle Ages were called knights. Read the information below to learn more about them. Fill in the blanks using each word only once.

Courteous
Learned
Protect
Training

Sword
Families
Injured
Servant

Five
War
Castle
Groups

Only boys from wealth or important _____ could train to become knights. When a boy was about seven years old, he was sent to live in the house of a local ruler. There he served as a page, or knight in training. During this time he _____ to be courteous. A page also learned how to ride a horse and to use weapons that were smaller than those used by a knight.

When a boy was about 14 or 15 years old, he became a squire. A squire was a personal _____ for a knight. He would help his master dress for battle in many heavy layers of clothing and armor. A squire learned how to use and care for armor. He spent much of his time _____ with weapons and horses since he had to accompany his master into battle. A squire also learned a knight's code of behavior called chivalry. A knight was to be fair, _____, religious and brave. He was to _____ women and help people in need.

After about _____ years of serving his master, a squire could be dubbed a knight. Usually this happened at a religious ceremony in a _____. The knight tapped the squire on the shoulder with a _____ saying, "I dub thee knight."

When a knight was not at _____, he kept in training at contests—jousts and tournaments. A joust was a competition between two knights. A tournament was a fake battle between two _____ of knights. Even though these were only contests, knights were sometimes _____ or killed.

NOW Create a diorama of a tournament with knights jousting!

PRE-SHOW ACTIVITIES

AUDIENCE MANNERS

STATE STANDARDS

Grades PreK-2

- MU.E.2.1.2 Knows appropriate audience behavior in a given setting.
Evaluation: Demonstrates behavior as defined by teacher.
- TH.A.1.1.1 Creates imagined characters, relationships, and environments, using basic acting skills.
Evaluation: Students contrast appropriate and inappropriate behaviors through role-play
- VA.B.1.1.2 Understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, technique, and process.
Evaluation: Students will create art work that expresses an idea.
- LA.B.2.1.2 Uses knowledge/experience to tell/write about experiences.
Evaluation: Students discuss experiences at other events.
- LA.C.1.1.3 Carries on a conversation, seeking answers/explanations through questioning or answering.
Evaluation: Students will discuss, compare, and contrast experiences.

Grades 3-5

- MU.E.2.2.2 Knows and applies appropriate audience behavior in various settings.
Evaluation: Demonstrates behavior as defined by teacher
- TH.C.1.2.2 Understands how theatre (dance) is an interpretation of actual events in history and everyday life.
Evaluation: Students contrast appropriate and inappropriate behaviors through role-play
- TH.E.1.2.3 Understands theatre is a social function and theatre etiquette as the function of the audience.
Evaluation: Students identify the difference between behavior at various entertainment venues.
- VA.B.1.2.3 Knows how to identify the intensions of those creating works of art.
Evaluation: Students will identify intensions of 5 works of art created by fellow students.
- LA.B.2.2.1 Writes notes, comments, observations that reflect comprehension of content/experiences.
Evaluation: Students discuss or write about experiences at other events.
- LA.C.3.2.2 Asks questions, makes comments/observations to clarify understanding of content, processes, and experiences.
Evaluation: Students will discuss, compare, and contrast experiences.

OBJECTIVE

Students will be able to recommend appropriate behavior for attending a dance performance.

ACTIVITY

1. Initiate a discussion with your students on the effects different kinds of audience behavior can have on people's enjoyment of a performance.
2. Make a list of short statements which express the ideas of your students on the chalkboard or a chart. Ask the students to offer ideas in the form of audience behavior they would recommend.
3. Ask each student to choose one statement, draw a picture to illustrate it, and write the statement at the bottom of the page. Make copies of the pages. Help your students collate and staple the pictures together to make books to share with each other and with other classes.

EXTENSIONS/VARIATIONS

1. Have the students color and display their pages on a bulletin board.
2. Have the students act out skits demonstrating different appropriate and inappropriate audience actions.

DANCE IS EVERYWHERE

STATE STANDARDS

Grades PreK-2

- DA.A.2.1.2 Uses improvisation to explore/create movement ideas
Evaluation: Student illustrates word or phrase.
- DA.B.1.1.1 Understands how gestures and movement communicate meaning.
Evaluation: Student illustrates word or phrase
- DA.E.2.1.1 Knows how to express a visual image through movement.
Evaluation: Given a visual image, student demonstrates.
- TH.A.1.1.2 Creates, individually and in groups, animate and inanimate objects through the movement of the human body.
Evaluation: Given word or phrase, demonstrate through movement of the body.
- SC.A.1.1.1 Knows objects can be described, classified, and compared by their physical properties
Evaluation: Students can describe, contrast and compare animate and inanimate objects.
- S.C.C.1.1.1 Understands that different things move at different speeds.
Evaluation: Student will compare and contrast three dance characters that moved at different speeds.

Grades 3-5

- D.A.A.1.2.1 Uses underlying principles of body movement.
Evaluation: Using activity, students can demonstrate movement elements.
- DA.D.1.2.1, Understands how individual solutions to movement are based on personal choices.
Evaluation: Student will reach a prescribed goal using different methods of movement.
- SC.C.1.2 Student understands that types of motion may be described, measured, and predicted.
Evaluation: Students will describe, measure, and graph 3 ways of moving.

OBJECTIVE

The students identify and demonstrate movement elements common to dance.

ACTIVITY

This is charades with an instructional purpose! In order to begin this activity, first create a space in the classroom that provides room for individual students to move freely and room for other students to observe.

1. Introduce the activity with a discussion of types of movements present in all areas of life. Encourage students to come up with examples from areas such as sports (ice skating, catching a fly ball), animals (hop like a bunny, run like a deer), occupations (policeman directing traffic, carpenter hammering a nail), everyday activities (sweeping the floor, driving a car), and recreation (catching a fish, riding a roller coaster).
2. Have each student take a small piece of paper, write on it a type of movement to be acted out, and drop it into a large container. NOTE: For younger students, teachers may want to make the charade cards for them.
3. The charades will be played in the order the teacher pulls the slips of paper from the container or let the children take turns. A timekeeper says, "Begin," and the student on the "stage" dramatizes the movement chosen. A charade should be guessed by the audience within a ten-second time.

Follow the charades with a summary discussion about some of the following movement elements:

- ***non-locomotor movements*** such as bend, twist, stretch and swing.
- ***simple locomotor movements*** such as walk, run, hop, jump.
- ***compound locomotor movements*** such as gallop, slide and leap.
- ***kinesthetic awareness*** such as high, middle and low movements in space.
- ***tempo and rhythmic pattern of repetitive movements***
- ***movement follows straight and curved pathways.***

Encourage students to identify and describe rhythmic movements in everyday situations.

EXTENSIONS/VARIATIONS

1. One or more "movements" in the same space can "dance" together, representing their relationships (For example, a fox stalking a rabbit or a baseball catcher and pitcher).
2. Classify movements into categories such as high, middle or low, fast or slow, straight or curved and round or square/angular.
3. Students can play the game using movements which convey a particular emotion or feeling.

DISCOVERING DANCE

STATE STANDARDS

Grades PreK-2

- DA.B.1.1.1 Understands how gestures and movement communicates meaning.
Evaluation: Students act out a story without words.
- DA.E.2.1.1 Knows how to express a visual image through movement.
Evaluation: Students, given a visual image, act out.
- MU.D.1.1.1 Knows how to respond to selected characteristics of music through movement.
Evaluation: Students move to a variety of tempos, styles, qualities of movement or sound.
- MU.D.1.1.4 Understands how music can communicate ideas suggesting events, feelings, moods, or images.
Evaluation: When 3 selections communicating "sad, happy, angry" are played, student can identify.
- TH.A.1.1.1 Creates imagined characters, relationships and environments, using basic acting skills.
Evaluation: Students create their own "ballet" based on their own story.
- TH.A.1.1.2 Communicates with others ideas about characterization and plot development within dramatic-play.
Evaluation: Students create their own "ballet" based on their own story.
- LA.C.1.1.4 Retells specific details of information heard, including sequence of events.
Evaluation: Students relate sequence of student created or demonstrated works.
- LA.C.1.1.1 Determines main idea in a non-print communication.
Evaluation: Students name main idea of student created or demonstrated work.
- LA.E.1.1.2 Identifies story elements: setting, plot, character, problem, solution/resolution.
Evaluation: Students identify above in a student created or demonstrated work.

Grades 3-5

- DA.B.1.2.3 Creates a dance that communicates experiences/ideas of personal significance.
Evaluation: Demonstrates such a dance.
- DA.D.1.2.1 Understands how individual solutions to movement are based on personal choices.
Evaluation: After observing 2 different works, ask the creators why choices were made.
- TH.A.1.2.1 Creates imagined characters, relationships, and environments, using basic acting skills.
Evaluation: Creates a "ballet" based on a created story.
- TH.B.1.2.1 Knows how improvised scenes are used to tell stories/create characters based on historical, literary and everyday situations.
Evaluation: Student can describe what happens in a scene demonstrated by fellow students.
- LA.E.1.2.2. Identifies story elements: setting, plot, character, problem, solution/resolution.
Evaluation: Student can chart the above after seeing a "ballet" created or demonstrated by fellow students.

OBJECTIVE

Students can demonstrate movement elements and choreographic principles, processes and structures.

ACTIVITY

1. Divide the students into small groups. Have each group choose a familiar children's song that tells a story and create a dance to tell the story. Some examples are THREE BLIND MICE, and PUFF THE MAGIC DRAGON. Encourage the students to use a variety of movements, high/low levels in space, floor patterns and groupings in telling their stories.
2. Have the groups perform their "ballets" for each other. Ask the "audience" to make observations about the presentation. In order to ensure a trusting atmosphere where the students are willing to take risks, all comments need to be kept to observations about the movements. For example, the comment, "I liked John's dance" might be restated as "I thought the jumps in John's dance really made him look like he was flying."

EXTENSIONS/VARIATIONS

1. Teach the children the five basic ballet positions. Tell them that all ballet movements begin and end in one of these five basic positions. Have them use the basic positions at the beginning and ending of their dances.
2. Have the students bring in contemporary music selections that have story lines and create "ballets" to their selections.
3. Have the students work with "round" or "circular" movements in their presentations.
4. Have the students work with "square" or "sharp/angular" movements in their presentations.
5. Have the students work with movements that create rhythmic patterns such as ABA forms in poetry.
6. On a large piece of paper, trace students in various dance poses. Have the students fill in the tracings with crayons or paint and make a display of the poses

POST-SHOW ACTIVITIES

MEET THE COMPANY

STATE STANDARDS

Grades PreK-2

- LA.A.2.1.5 Uses simple materials of the reference system to obtain information.
Evaluation: Uses map and computer to determine where dancers performed.
- LA.B.1.1.1 Makes a plan for writing that includes a central idea and related ideas.
Evaluation: Student selects a dancer and what he wants to know about him.
- LA.C.1.1.1 Listens for a variety of informational purposes.
Evaluation: Student listens to information teacher and classmates provide.
- LA.C.1.1.4 Retells specific details of information heard, including sequence of events.
Evaluation: Student is able to retell information about a dancer and locate where he comes from once the indicator is removed from the map/bulletin board.
- SS.B.1.1.2 Uses simple maps, globes, and other 3 dimensional models to identify and locate places.
Evaluation: Student can locate a country where two of the dancers come from.
- MA.E.1.1 Displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.
Evaluation: Prepares and presents graph.

Grades 3-5

- LA.A.2.2.5 Reads and organizes information for a variety of purposes.
Evaluation: Researches data on a dancer and reports to the class.
- LA.A.2.2.8 Selects and uses a variety of appropriate reference materials to gather information for research projects.
Evaluation: Utilizes computer, map, and material from a library to prepare a report on a dancer.
- LA.B.2.2.1 Writes notes, comments, and observations that reflect comprehension.
Evaluation: Takes notes from a classmates reports and compares to another.
- LA.C.1.2.5 Responds to speakers by asking questions, making contributions, and paraphrasing what is said.
Evaluation: Teacher observation.
- LA.C.3.2.2 Asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.
Evaluation: Teacher observation.
- MA.E.1.2.1 Displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.
Evaluation: Prepares and presents graph

OBJECTIVE

The students can locate, on a world map or globe, the geographical places where members of Dance Alive National Ballet have lived or performed.

ACTIVITY

1. Using Dance Alive National Ballet biographical information pages www.dancealive.org/company/dancers.html have the students locate the geographic places where members of the Company have lived or performed on a map of the world or a globe.
2. Display a bulletin-board sized map of the world. Print out and mount each biographical sketch separately. Optional, label the sketches according to their roles in the ballet. Place the sketches around the map and use colorful pieces of yarn or thin strips of construction paper to the geographical locations related to each member of Dance Alive National Ballet, or have the children take turns locating the geographical places on another map or globe.
3. Dance has been called a "universal language." Have the students discuss what they think this means. Also discuss the advantages and disadvantages of developing a company with such a variety of background

EXTENSIONS/VARIATIONS

1. Write the names of Dance Alive National Ballet members on small slips of paper and place them in a container. With the students working alone or in teams, have them play a game of "20 Questions" using the biographical information to guess which name was drawn. Remind the students that they can only ask questions which can be answered "yes" or "no" and that they can only ask a total of twenty questions.
2. Research the training and daily lives of dancers or the "behind the scenes" work of a ballet production.
3. Have students select one of the geographic areas from a cast biography and research the area.
4. Graph dancers by countries. Determine the ratio of Russian dancers to Hispanic dancers. Hispanics to Americans.

FIRST IMPRESSIONS

STATE STANDARDS

Grades PreK-2

- DA.D.1.1.3 Understands that critical analysis of dance performances are based on personal opinion.
Evaluation: Listens to classmates respectfully.
- MU.D.1.1.4 Understands how music communicates ideas, events, feelings, moods, images
Evaluation: Can tell what feeling the music for the Robin Hood, Maid Marian, or the Sheriff of Nottingham communicated.
- TH.D.1.1.2 Gives reasons for personal preferences for formal/informal performances.
Evaluation: Student can list two things they liked about the performance.
- VA.A.1.1.1 Uses 2 or 3 dimensional media to depict works of art derived from personal observation.
Evaluation: Prepares illustration of one scene in Robin Hood.
- LA.B.2.1.2 Uses knowledge and experience to tell about experiences.
Evaluation: Is able to explain/describe favorite scene and why.
- LA.C.2.1.1 Determines the main idea in a non-print communication
Evaluation: Can tell main idea of Robin Hood.
- MA.E.1.1.1 Displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.
Evaluation: Prepares and presents graph

Grades 3-5

- DA.D.1.2.3 Knows possible aesthetic criteria for evaluating dance.
Evaluation: Uses phrases such as "jumps high", "turns fast", "graceful".
- MU.E.1.2.2 Understands relationship between music and other subjects.
Evaluation: Can describe how dance or dancer matched music.
- TH.D.1.2.1 Knows how theatre uses visual elements, sound and movement to communicate.
Evaluation: Can describe how each are used in Robin Hood.
- VA.A.1.2.1 Uses 2/3 dimensional media to depict works of art derived from personal observation
Evaluation: Prepares illustration of one scene in Robin Hood.
- LAC.2.2.1 Determines main concept and supporting details in a non-print message.
Evaluation: Can tell main idea of Robin Hood.
- MA.E.1.2.1 Displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.
Evaluation: Prepares and presents graph

OBJECTIVE

Students are able to express their reactions to the dance presentation.

ACTIVITY

Provide a non-judgmental atmosphere where the students will feel confident to give their first reactions and where students' reactions will be accepted. Students must be made to feel that their unique contributions will be valued, that their opinions are valid, and that the opinions and perspectives of others are to be respected. This is a time to remind students that different people respond in different ways to the same dance presentation.

1. Prepare students by asking them to think about such things as:
 - a. What parts of the performance they liked the most, the least?
 - b. How particular parts of the dance made them feel?
 - c. Which was their favorite dancer/dancers?
 - d. Which costumes they liked the most, the least?
 - e. How the different parts of the music made them feel?
2. Ask students to draw a picture or write a reaction about their favorite scene from the performance.
3. Encourage the students to share their reactions with each other.
4. Chart or graph class reactions to "favorite character" or "favorite costume"
5. Choose one of the characters in the story and explain why they liked that character. (expository)

EXTENSIONS/VARIATIONS

1. Create a bulletin board display of the students' work.
2. Create a mobile illustrating the main characters in Robin Hood.
3. Create a poster for the ballet.

RECALLING THE DANCE

STATE STANDARDS

Grades PreK-2

- DA.B.1.1.1 Understands how gestures and movement communicate meaning.
Evaluation: Student describes how Maid Marian communicates fear or joy.
- MU.D.1.1.4 Understands how music communicates ideas, events, feelings, moods, images
Evaluation: Student is able to describe how music communicated behavior of the Merry Men or the Village People.
- TH.D.1.1.4 Understands how theatre communicates events of everyday life.
Evaluation: Student is able to sequentially describe events that happened in the ballet.
- TH.E.1.1.2 Understands similarities/differences of how emotions are expressed in theatre, music, dance.
Evaluation: compare the music and dance for the Sheriff of Nottingham and Robin Hood.
- LA.B.1.1.1 Makes a plan for writing that includes a central idea and related idea.
Evaluation: Contributes to a word tree.
- L.A.E.1.1.2 Identifies the story elements of setting, plot, character, problem, and solution/resolution.
Evaluation: With illustrations (or oral descriptions) from classmates, places in order.
- MA.D.1.1.2 Recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects.
Evaluation: Describes patterns that the dancers moved on the stage.
- SC.C.1.1.1 Understand that different things move at different speeds.
Evaluation: Student can describe the difference in movement between the men and the women in Robin Hood.
- SC.C.1.1.2 Knows that there is a relationship between force and motion.
Evaluation: Students can describe the force Robin Hood used in lifting Maid Marian—or the force it took for Robin Hood to jump and turn.

Grades 3-5

- D.A.D.1.2.3 Knows possible aesthetic criteria for evaluating dance.
Evaluation: Students use words like “graceful”, “fast”, “strong”, “hard”, “shows emotion”.
- MU.D.1.2.3 Uses perceptual skills/appropriate terminology to describe aural examples of diverse music.
Evaluation: Describes music in terms of appropriateness, tempo, quality, instrumentation, etc.
- TH.A. 3.2.1 Understands relationships among scenery/props/lighting/sound/costumes/makeup
Evaluation: Student describes how costumes and sets impact the ballet and how the characters use props meaningfully.
- TH.D.1.2.1 Knows how theatre uses visual elements, sound, and movement to communicate.
Evaluation: Student describes an element of each in Robin Hood that was used to communicate.
- LA.B.1.2.1 Prepares for writing by recording thoughts, focusing on central idea, grouping related ideas, and identifying the purpose for writing.
Evaluation: Student will create a Diamante poem.
- LA.C.1.2.1 Listens and responds to a variety of oral presentations, such as stories, poems, etc.
Evaluation: Student listens to classmates read above poems.
- LA.D.1.2.1 Understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language.
Evaluation: Student creates a Diamante poem.
- SC.C.2.2.1 Knows that an object may move in a straight line at a constant speed, speed up, slow down, or change direction dependent on net force acting on the object.
Evaluation: Student can describe the impact of force on the dances of the male dancers in Robin Hood.

OBJECTIVE

The students will be able to state a variety of objective observations of what they heard and saw at the dance presentation.

ACTIVITY

1. Use a long strip of butcher paper or a spacious chalkboard for recording students' observations.
2. Use a separate paper or chalkboard area for each act or unit of the performance.
3. Ask the students to list as many words as they can about something they saw or heard during that time.
4. Encourage the students to stick to auditory and visual observations rather than interpretative words. Ask them to think about the dance movements, the sets and the props, the lighting, the costumes and the music.

5. Keep students stretching into new areas by suggesting examples and categories of ideas if they get bogged down. Such examples might include:
 - a. A description of the movements; for example, strong, high leaps, fast turns, slinking movements on the floor.
 - b. The relationship of the dancers; for example, solos, duets, trios, a group of three dancers, with a fourth moving in, a pinwheel.
 - c. The way the space on the stage was used; for example, the dancers moved in a circle, on a diagonal, in a small space, in a large space, had round body shapes or angular body shapes.
 - d. The dynamics or qualities of the movements; for example, lyrical movements, fast and sharp movements, collapsing or suspended movements.
 - e. The entrances and exits of the dancers.
 - f. Description of the sound score; for example, loud, soft, high, low, fast, slow, waltz, march, ethnic rhythms, different instruments used.
 - g. Description of costumes, props, sets, lighting and special effects; for example, colors, intensity, design, texture, historical or ethnic qualities.
6. Using the list of words that were recorded, ask students (alone or in groups) to create a word tree, or webs of related words.

EXTENSIONS/VARIATIONS

1. Have the students copy their webs/trees onto different colors of construction paper. Create a class book or bulletin board with the students' pages.
2. Use the word webs/trees to form Diamante poetry

A Diamante poem is shaped like a diamond, following a pattern of parts of speech like this

noun
 adjective adjective
 participle participle participle
 noun noun noun
 participle participle participle
 adjective adjective
 noun

tree
 beautiful bright
 sparkling stretching growing
 tinsel branches ribbons candles
 twinkling dancing reaching
 higher taller
 star



A Favorite PastimeDANCING!

Dancing was one of the very favorite things for people to do when they weren't working! People danced after meals, for weddings, holidays, harvest time, planting of cropsjust about for anything! Some dances were very simple and others quite complicated. Often traveling entertainers would visit a castle. They would receive food and lodging, and if they were very good, some pay which might be money but was often something else such as food or clothing. (Remember, food and clothing were very valuable in this time!)

In Robin Hood you will see Village People dancing as well as some courtly dancing. It was traditional to have a Maypole dance that would often be danced by peasant people. You will see a Maypole dance in Robin Hood. This would be a fun dance for you to try with your classmates with the help of your physical education teacher.

Illustrate a Maypole dance.

CRITIC'S CHOICE

STATE STANDARDS

Grades PreK-2

- DA.B.1.1.1 Understands how gestures and movement communicate meaning.
Evaluation: Student can describe two ways in which Robin Hood communicated meaning by gestures and movement.
- DA.D.1.1.3 Understands that critical analysis of dance performances are based on personal opinion.
Evaluation: Students discuss their evaluation of the performance and tell why they made their decision.
- MU.D.2.1.1 Identifies simple criteria for the evaluation of performances and compositions.
Evaluation: Students make list of ways they evaluated the performance as relates to the music.
- TH.D.1.1.2 Gives reasons for personal preferences for formal/informal performances.
Evaluation: Students make list of ways they evaluated the performance.
- TH.D.1.1.4 Understands how theatre communicates events of everyday life.
Evaluation: Student relates event from life that may mirror an event in Robin Hood's.
- LA.B.1.1.3 Produces final simple documents that have been edited.
Evaluation: Generates "thank you" letter.
- LA.B.2.1.2 Uses knowledge and experience to tell about experiences or to write for familiar occasions.
Evaluation: Generates "thank you" letter.

Grades 3-5

- DA.D.1.2.3 Knows possible aesthetic criteria for evaluating dance.
Evaluation: Uses phrases such as "jumps high", "turns fast", "graceful".
- MU.D.2.2.1 Knows how to devise simple criteria to evaluate performances/compositions.
Evaluation: Students make list of ways they evaluated the performance as relates to the music
- TH.A.3.2.1 Understands relationships among scenery/properties/lighting/sound/costumes/makeup.
Evaluation: Students can explain how each element is critical to the performance of Robin Hood.
- TH.D.1.2.2 Understands similarities/differences between real life and theatre's representation of life.
Evaluation: Student relates event from life that may mirror an event in Robin Hood's.
- LA.B.1.2.3 Produces final documents that have been edited and corrected.
Evaluation: Generates "thank you" letter.
- LA.B.2.2.3 Writes for a variety of occasions, audiences, and purposes.
Evaluation: Generates "thank you" letter.

OBJECTIVE

Students are able to evaluate Robin Hood.

ACTIVITY

1. Ask students to imagine that they have been asked to write a review of the ballet for their local paper or television/radio station. Younger students can write a letter to a friend who has not seen the production, or prepare a review to read on the radio, similar to those produced and aired on public radio.
2. Discuss the purpose of a review and what information could be included. Brainstorm a list and record it on the blackboard. The list might include ideas such as
 - a. The story of the dance (or a story it made them imagine).
 - b. The ideas and feelings expressed by the dance.
 - c. A description of the set, costumes, props, special effects and how they contributed to the presentation.
 - d. How sound or music was used and whether it suited the dance.
 - e. Whether the dance was visually interesting.
 - f. Comments about the cast of dancers and whether they were capable in their performance of the dance.
 - g. The thoughts or feelings of the reviewer (student) about the work (what did the dance mean to them).
 - h. Whether the dance worked as a whole.
- 3.. Show examples of reviews of other performances or movies found in newspapers or magazines. Have the students analyze the reviews to see if they included the ideas they listed on the blackboard. Were there ideas the students did not include?
4. Ask students to write their reviews using some of the ideas they have listed.
5. Make a display of the students' reviews or have them share their reviews with the class.

EXTENSIONS/VARIATIONS

1. Make a videotape recording of the students giving their reviews. Let the students share their reviews live or on tape with other classes that did not attend the performance
2. Have the students write "thank you" letters to individual members in the company. Encourage them to think of "behind the scenes" people like the choreographer, set designer, technical director, lighting director and costume designer as well as some of the individual dancers.

Medieval Words and Language

(Courtesy Hoggetowne Medieval Faire, Alachua County, Florida)

While Latin was the official language of the Roman Catholic Church in medieval England, Anglo-Saxon and Norman language slowly combined to form one language. Together, they serve as the basis for our English language of today.

Using the words below, how would you say the following in sentences in medieval English language?

1. Please come closer. _____
2. Good Morning friend. How are you? _____
3. Hurry up! It is noon and you're late! _____
4. Stay and eat with us. _____
5. Goodbye. I will see you again. _____
6. Can I help you? _____
7. Young boy, will you eat with me? _____
8. Yes, you are my friend. _____
9. What is happening at the Faire? _____
10. Shame on you for staying late! _____

Aye or Yea	Yes
Nay	No
Ye, thee, thou	You
Hither	Here
Yon	That
Sir	Male
Mistress	Female
Knave	Common Man
Wench	Common Woman
Lass	Young Girl
Lad	Young Boy
Cousin.....	Relative or friend
Nigh	Near
Pray, Prithee	Pray
Shall	Will

Anon	Soon
Tarry	Stay
Sup, Feast	Eat or Dine
Good Morrow	Good Morning
Save Thee	God Save You
How Now	What Is Happening
Tis Midday.....	It Is Noon
Make Haste	Hurry Up
Fare Well, Adieu	Good-bye
Thou art behind the hour ...	You are late
How farest thee.....	How are you
Come thee hither.....	Come here
Fie on thee	Shame on You
What will ye	Can I Help You
Alas, Alack	Oaths of Despair

Create/act out a scene from Robin Hood using the language provided above.

ADDITIONAL ACTIVITIES FOR OLDER STUDENTS

Arts-Dance

- Research the impact of the computer on dance.
- Dance and mime excerpts from the ballet. Or: Create another act for the ballet.

Dance exercises:

Define a space with chalk or desks and have the students create movement that touches every corner or all sides.

Working in partners, ask students to create movement without touching. Now ask them to do the same thing WITHOUT losing contact with each other.

Working in partners, ask students to face each other and take turns mirroring each other's movements.

In partners, have students "dance" a conversation using large gestures and movements. Encourage them to incorporate emotions such as: anger, amazement, disbelief, boredom or surprise.

- Have the class teach dance steps to a class of younger students.
- Have students present dance creations to a class of younger students.
- Compare and contrast two different styles of dance.
- Find another version of a ballet or story on video and encourage the students to compare this to the Dance Alive National Ballet production.

Arts-Music

- Research the impact of the computer on music.
- Explore how different music or different musical instruments "inspire" different moods and styles of dance.

Arts-Theater

- Research the impact of the computer on theater.
- Compare and contrast musical and non-musical versions of the same story.
- Act out a scene from the ballet, with a script or improvised dialogue.

Arts-Visual Arts

- Research the impact of the computer on the visual arts.
- Design and make a poster advertising a ballet or concert.
- Make a diorama of a scene from the ballet.
- Design and make a costume for a dance presentation

Foreign Language

- Learn the French words used for simple ballet movements. Follow and give ballet directions in French.

Depending on the ballet, have students figure out how to encode their names in the Russian alphabet, or act out a scene from the ballet using American Sign as well as dance movement

Health Education

- Research how healthy living practices such as proper nutrition, adequate sleep and daily exercise contribute to enhanced movement and abilities.
- Research the care and prevention of injuries and diseases common to dancers.
- Have the students create dances about healthy/unhealthy and safe/unsafe behaviors

Mathematics

- Define specific geometric shapes with chalk and have students create a dance which utilizes that specific shape.
- Have students create different two or three dimensional geometrical shapes with their bodies, alone or with other students.
- Obtain a full casting list, make a graph of the number of costumes needed for each dance. Calculate how many costumes the wardrobe mistress must keep in order

Language Arts

- Imagine what a world without dance would be like and write a story about it.
- For a story ballet:
 - Do a "talk show" with students acting the roles of ballet characters.
 - Write a story for a sequel to the ballet.
 - Create a word search puzzle using character names and words associated with this story. Share with the class.
 - Write a story about a modern day version of these characters' adventures.
 - Use the computer to find information on topics related to dance or to this particular story

Physical Education

- Compare and contrast the training and lifestyles of professional athletes and professional dancers.
- Compare and contrast respiration and pulse rates during different physical activities including different types of dance.
- Research the use of dance therapy for people with illnesses and disabilities

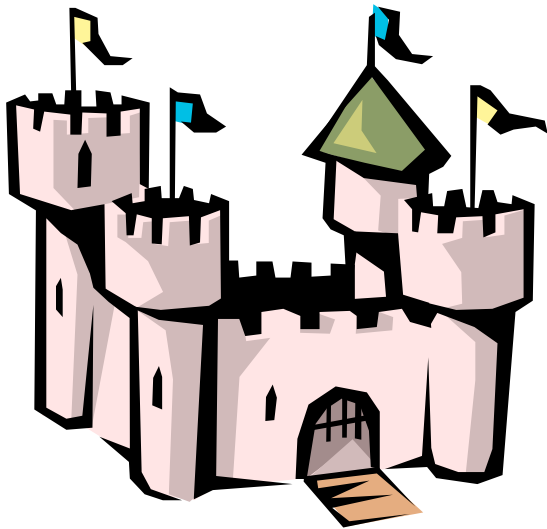
Science

- Have students dance the three states of matter (solid, liquid, gas).
- Explore the concept of gravity, force and energy in jumps, turns and aerial movements.
- Have the students create "dances" to illustrate different weather patterns.
- Have students "dance" the life cycle of a plant.
- Research the use of different surfaces for dance performances.
- Explore all of the ways science contributes to a dance performance.

Social Studies

- Have students create dances about different periods in history.
- Have an international dance festival and explore music and dance from around the world.
- Have students write letters to the city commissioners in support of funding dance performances for the community.

Research, Design, Build A Castle!



- Research castles and castle life.
- Build a castle out of clay, Styrofoam, popsicles sticks or even Lego's!

Don't forget the moat and drawbridge!
Add banners.

- Write a report about castle life.
- With classmates, act out a scene about castle life.



ROBIN HOOD, PRINCE OF THIEVES AND HIS MERRY MEN

From the list below, fill in the blanks so that the story reads correctly.

Teacher's copy



Many, many years ago a great king, RICHARD THE LIONHEARTED had gone away from England to the middle east on a CRUSADE. While he was gone, his brother Prince John made himself KING. Along with his evil friends, including the SHERIFF of NOTTINGHAM, he planned to make the people pay more taxes so they could become very rich.

ROBIN HOOD, having lost his land to the evil king, decided to gather many good fighting men to stop King John from being a big bad BULLY. Among them was LITTLE JOHN whom Robin had had to fight with a QUARTERSTAFF on a bridge and both of them got very wet when they fell off. Another very good fighter, which seemed odd, was FRIAR TUCK. Robin and his band of MERRY MEN set out to defeat King John. One way was by TAKING MONEY from the RICH noblemen and returning it to the POOR peasants.

In the CASTLE where King John lived, was a young lady named MAID MARIAN who was under his protection. He was forcing her to marry someone she did not want to marry. Disguised as a PEASANT, Robin Hood participated in an archery CONTEST where he planned to try and sneak in the castle and RESCUE Maid Marian. He was such a good ARCHER that one of the KNIGHTS recognized him. He and his men had to fight their way out of the village.

Maid Marian's LADY-IN-WAITING was able to escape the castle and ride to SHERWOOD FOREST. She told Robin Hood that she could get help him in to the castle to save Maid Marian. The rescue was a success.

When they went home to Sherwood Forest, Robin Hood and his merry men found visitors. It was Richard the Lionhearted, the true KING OF ENGLAND, who had returned from the crusades.

Richard the Lionhearted returned to his THRONE and Prince John and the Sheriff and all their evil friends were sent away.

Then the King said that Robin and Maid Marian could be married. England was returned to PEACE and lower TAXES, and good defeated evil.

Fill in each blank with one word to make the story complete.

archer
bully
castle
contest
crusade
Friar Tuck
King
King of England
knights

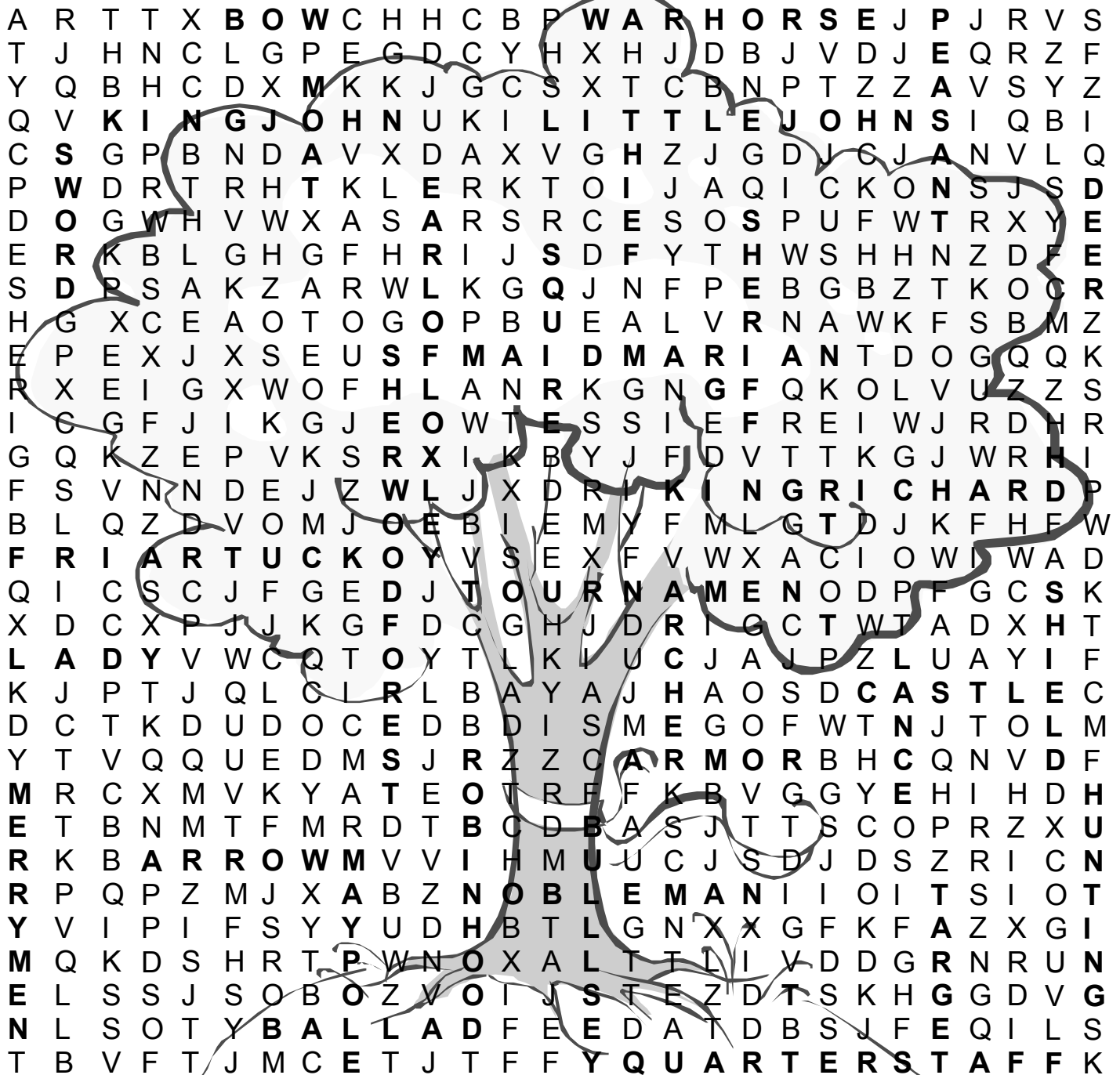
lady-in-waiting
Little John
Maid Marian
merry men
Nottingham
peace
peasant
poor
quarterstaff

rescue
rich
Richard the Lionhearted
Robin Hood
Sheriff
Sherwood Forest
taking money
taxes
throne

ROBIN AND HIS MERRY MEN HAVE HIDDEN IN SHERWOOD FOREST

Find as many of the words listed below as you can

Teacher's Copy



ARCHER
ARMOR
ARROW
BALLAD
BOW
CASTLE
DEER

EARL OF LOXLEY
FRIAR TUCK
HUNTING
KING JOHN
KING RICHARD
LADY
LANCE

LEGEND
LITTLE JOHN
MAY POLE
MOAT
NOBLEMAN
PEASANT
QUARTERSTAFF

ROBIN HOOD
SHIELD
SHERIFF
SHERWOOD FOREST
SQUIRE
THIEF
TOURNAMENT
WAR HORSE