



# ROBIN HOOD

## EXTRACTS AND NOTES FOR KS2 TEACHERS

### INTRODUCTION

**SUITABLE FOR:** AGES 9+

**INCLUDES:** EXTRACTS FROM THE TEXT + CORRESPONDING DISCUSSION QUESTIONS AND ACTIVITIES

**THEMES:** MODERNISING FOLKLORE; CORRUPTION; SURVIVAL IN THE FOREST; BEING AN OUTLAW

### CONTENTS

- **EXTRACT 1: MODERNISING FOLKLORE** (TAKEN FROM CHAPTER TWO – GOTTA KILL 'EM ALL)

Objectives: Explore how the writer modernises the legend of Robin Hood; create and sketch your own modern-day hero.

Subjects: Literacy, Art, Design and Technology

- **EXTRACT 2: CORRUPTION** (TAKEN FROM CHAPTER ELEVEN – THE BRAVE OFFICERS OF LOCKSLEY P.D.)

Objectives: Consider the theme of corruption and examples of it in the text; act-out a courtroom trial involving main characters from the story.

Subjects: Literacy, RSE, Citizenship, Drama

- **EXTRACT 3: SURVIVAL IN THE FOREST** (TAKEN FROM CHAPTER TWENTY – DELUXE SHOPPING EXPERIENCE)

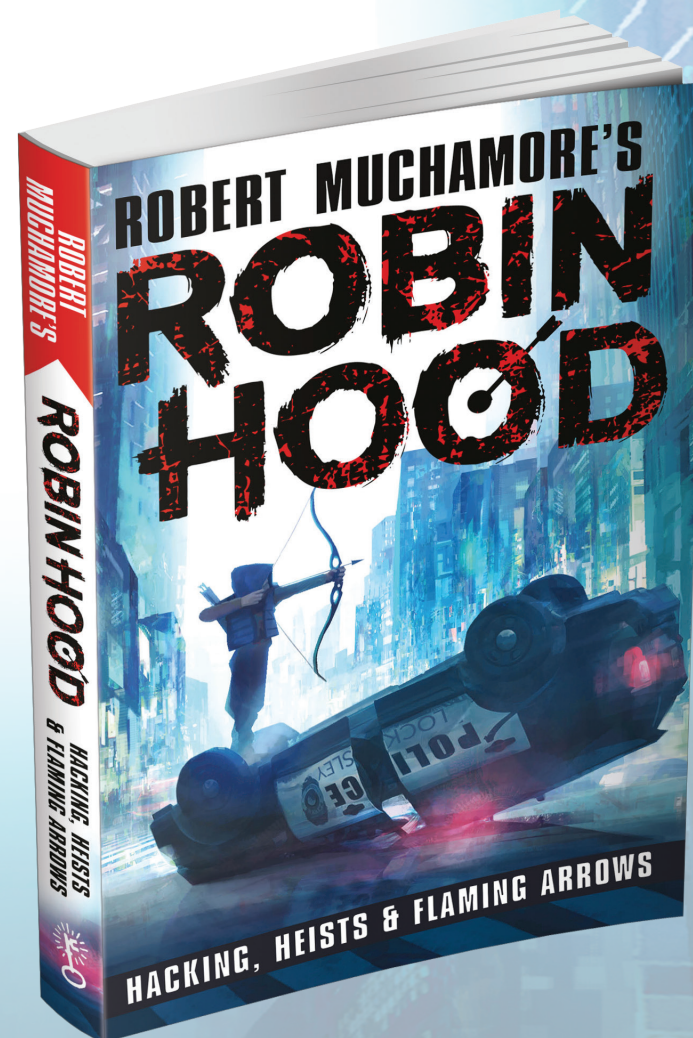
Objectives: Identify why some people's voices do not get heard in society; write an interview from the perspective of a forest person.

Subjects: Literacy: Creative Writing, Writing in Role, RSE, Citizenship

- **EXTRACT 4: BEING AN OUTLAW** (TAKEN FROM EPILOGUE – THE LEGEND OF ROBIN HOOD)

Objectives: Discuss various outlaws in the text and make future plot predictions about them; design a 'Most Wanted' poster to aid the capture of Robin Hood.

Subjects: Literacy: Creative Writing, Writing to Persuade, Art, Design and Technology



## ABOUT THE BOOK

**A town. A forest. A hero.**

**You can't go far without a quick brain and some rule-bending in a place like Locksley.**

*After its vast car plants shut down, the prosperous town has become a wasteland of empty homes, toxic land and families on the brink. And it doesn't help that the authorities are in the clutches of profit-obsessed Sheriff of Nottingham, in cahoots with underworld boss Guy Gisborne.*

*When his dad is framed for a robbery, Robin and his brother Little John are hounded out of Locksley and must learn to survive in the Sherwood forest, stretching three hundred kilometres and sheltering the free spirits and outlaws.*

*But Robin is determined to do more than survive. Small, fast and deadly with a bow, he hatches a plan to join forces with Marion Maid, harness his inimitable tech skills and strike a blow against Gisborne and the Sheriff.*





## EXTRACT 1: MODERNISING FOLKLORE (TAKEN FROM CHAPTER TWO – GOTTA KILL 'EM ALL)

*Next, Robin opened his own report. Besides being a computer whizz, he liked climbing and archery and his dad had promised him a box of pricey-but-accurate carbon-core arrows if he got a B or better in every subject on his end-of-year report. Robin was smart, so although he got bored and mucked around a lot, he wasn't surprised to see he'd gotten As for Maths, Computer Studies and Combined Science, and B or B– for everything else except Spanish.*

*Locksley High's Spanish teacher, Mrs Fabregas, always picked on him (at least in Robin's opinion). One time Robin even wound up in a screaming row, after she sent him to the behaviour unit when at least four other kids were behaving worse than he was.*

*As Robin changed Mrs Fabregas's C– to the B that would earn him arrows, Alan thumped hard on the door. 'Barclay's coming, with some girl!' he yelled. 'I'm outta here!'*

### DISCUSSION QUESTIONS:

- What did you know about the legend of Robin Hood before reading the text?
- How has the writer modernised the story of Robin Hood in this extract? Underline key points.
- How else has the writer modernised Robin and the story as a whole? E.g. Locksley, other characters, and the wider plot.
- What aspects of Robin Hood's character has the writer kept the same? Give examples.
- Can you think of any other stories that have been modernised in a book or for the screen?

### ACTIVITY: A MODERN-DAY HERO SUBJECTS: LITERACY, ART, DESIGN AND TECHNOLOGY

- Think back over some of the other modernised stories you talked about in the discussion questions. Who are the 'goodies' or the heroes in these stories? What challenges do they face or who are they fighting against?
- Choose one of these stories and think about how you could modernise it and the central character to appeal to a modern audience. You might want to think about their appearance and clothing, their home, their friends and/or family, the dangers or challenges they face, their backstory.
- Using these ideas to help you, sketch a picture of your modern-day hero using arrows to label how you have modernised them. Beneath your sketch, write a few lines about them giving more detail about their life and backstory. Try to take inspiration from Robin Hood and remember, you can change as much about them as you like!
- Share and discuss your modern-day heroes in detail on your tables, asking each other questions, and considering why your characters would appeal to readers today.



# MY MODERN-DAY HERO





## EXTRACT 2: CORRUPTION

(TAKEN FROM CHAPTER ELEVEN – THE BRAVE OFFICERS OF LOCKSLEY P.D.)

*‘What search?’ Ardagh demanded, as he refused to put his hands out to be cuffed. ‘You haven’t searched. You just arrived.’*

*‘I can make this as hard as you want it to be,’ one officer shouted. ‘Give me your damned wrists.’ Robin’s heart thumped as he kept creeping down the stairs. He’d heard his dad complaining about Gisborne taking advantage of police cuts to sink his tentacles into Locksley Police Department, but seeing two uniformed officers shamelessly do Gisborne’s bidding was still a shock.*

*‘On your knees, Ardagh,’ Gisborne demanded, taking a coiled whip off his belt as Ardagh reluctantly accepted the cuffs.*

*‘Leave my dad alone,’ John shouted.*

*‘I’ll get to you in a minute, Little John,’ Gisborne sneered, then eyeballed Ardagh from less than a metre away. ‘Knees!’ he demanded.*

*Ardagh defied his boyhood friend, until one of the cops jabbed the back of his thigh with a 50,000-volt stun stick. Clare Gisborne laughed noisily as Ardagh sprawled forward onto his face, groaning and spasming before Gisborne pinned him under his alligator-skin boot.*

### DISCUSSION QUESTIONS:

- Why is this such a significant incident in the story? What happens afterwards?
- What does the word ‘corruption’ mean? How do we know that Gisborne and the Police are corrupt in this extract?
- Can you think of any other examples of corruption in the story? Explain your ideas.
- Have you heard of any real-life examples of corruption in the news or on social media?
- Why is it important to stand up to corruption? What happens if we don’t?



## ACTIVITY: CORRUPTION COURT ROOM

SUBJECTS: LITERACY, DRAMA, RSE, CITIZENSHIP

- To begin with, the class will be split into 3 groups: the prosecution, the defence, and the jury. Sit together in your separate groups, your classroom is now a court room!
- Gisborne has been taken to court by Mr Hood who claims that he has been treated unfairly and framed. He claims he has evidence that Gisborne and the Police are corrupt. You are now going to act out the trial and at the end of it, the jury will decide if Gisborne and the Police are guilty.
- The rules of the Court Room:
  - Everyone has ten minutes to prepare notes and questions that they would like to ask Mr Hood, Robin (a witness), Gisborne, and a Police Officer who was at the scene.
  - After ten minutes of preparation, someone from the prosecution team will take the stand as Mr Hood. The prosecution team can ask Mr Hood 3 questions before the defence – Gisborne’s team – will also ask 3 questions. Then, the jury will also ask 3 questions. Note: after every question, someone new should take the stand! This gives different students the chance to both ask and respond to questions.
  - Then, it will be Robin’s turn to take the stand. He will be standing up for his father and also claiming that Gisborne is corrupt. Try to make sure you avoid just asking the same questions!
  - Next, someone from the defence team will take the stand as Gisborne. 3 more sets of questions are asked by each group.
  - A Police Officer will go last, and again 3 more questions are asked by each group.
  - The prosecution and defence will then make a short closing argument in which they summarise their points. Then, the jury will have 5 minutes to decide if they think Gisborne and the Police are guilty of corruption or not. During this time, the prosecution and defence will reflect as a group on how well they did, and if they would do anything differently if they had the chance.
  - The jury will then feedback their decision to everyone, with different students summarising the strengths and weaknesses of both the defence and prosecution. Either Mr Hood or Gisborne will face jail time depending on the jury’s decision!



## EXTRACT 3: SURVIVAL IN THE FOREST

(TAKEN FROM CHAPTER TWENTY – DELUXE SHOPPING EXPERIENCE)

*‘Do you do that stuff?’ Robin asked.*

*Marion did a yes-no gesture. ‘I was born in the forest. I’d obviously like to stop hunting, but Sherwood’s my home and I care about a lot of other stuff too. People are in the forest for a million different reasons.*

*‘There are people like you, on the run from cops. On the lunatic fringe, you’ve got religious cults and anarchists. There are isolationists who believe the government is out to get them and ecologists who want to be at one with nature. There are campaigners like my mum and charity workers like Dr Gladys, who set up this free clinic.*

*‘Obviously there are some criminals and bandits. But by far the biggest group in Sherwood Forest are refugees and migrants. Thousands of people who came to this country to escape wars and famines and stuff.’*

### DISCUSSION QUESTIONS:

- Who are all the different groups that live in the forest? Why do each of them choose to live there?
- What are the dangers of living in the forest? What are the benefits?
- What survival skills might you need to live there? Could you survive in the forest?
- How does this conversation with Marion change Robin’s mind about forest people?
- Does the forest reflect parts of our society in any way? Explain your ideas.



## ACTIVITY: REPORTING FROM THE FOREST

SUBJECTS: LITERACY: CREATIVE WRITING, WRITING IN ROLE, RSE, CITIZENSHIP

- Imagine that you are a reporter and have been asked by your Editor to go to the forest and interview someone who lives there. In the corrupt land of Locksley, your interview will be controversial as it will give people an insight into the lives of people whose voices don't often get heard. Your hope is to encourage your readers to have more empathy for those living in the forest.
- Your teacher will give you one of three people to interview:
  - 1) A campaigner
  - 2) A charity worker
  - 3) A refugee
- Use the ideas below to help you to plan your questions and answers:
  - The day-to-day routine of living in the forest.
  - Who they are and how they came to live in the forest.
  - Their views on Locksley and the people in charge of it.
  - How they are misunderstood by people in the city.
  - What they would change if they could.
- Write out your interview in full, trying to include as much detail as possible from the perspective of the forest person.
- Read out your work aloud with a partner. Think about how you have both tried to capture the feelings and emotions of the person being interviewed. How might this interview change people's minds about those living in the forest?





## EXTRACT 4: BEING AN OUTLAW

(TAKEN FROM EPILOGUE – THE LEGEND OF ROBIN HOOD)

*The report cut back to Lynn in the studio.*

*‘Other people we spoke to in Locksley today pointed out that Robin symbolises unity. A city boy who crossed the divide and moved into the forest. And while the Sheriff of Nottingham has often blamed Forest People for problems in her county, last night’s protests were notable for involving Locksley residents and multiple forest groups.*

*‘But while some see Robin Hood as a youthful hero, and mascot for a burgeoning protest movement, the head of Locksley Police Department, Karen Thomas, made it clear she did not share these feelings.’*

*The broadcast cut to a mean-looking cop with lots of gold braid on her uniform.*

*‘Last night’s terrorist action, the subsequent rioting and the violent robbery committed by Robin Hood has caused millions of pounds in damage, frightened ordinary citizens and left seven of Locksley’s decent, hardworking police officers in the hospital,’ Chief Thomas began.*

### DISCUSSION QUESTIONS:

- Do you agree that Robin ‘symbolises unity’? Explain your ideas.
- How else is Robin described in this report? Underline key words.
- What does it mean to be an outlaw? Who else in the story could be described as an outlaw and why?
- Why do you think the writer includes this epilogue? What does it add to the story?
- Can you make predictions about what adventures and dangers Robin might face next?



## ACTIVITY: MOST WANTED!

SUBJECTS: LITERACY: CREATIVE WRITING, WRITING TO PERSUADE, ART, DESIGN AND TECHNOLOGY

- Read through the epilogue again as a class, with students taking it in turns to read out quotes from different people.
- Then, imagine that you have been asked by Chief Thomas to design a 'Most Wanted' poster in order to catch Robin Hood. In your poster you should:
  - Make sure you are biased on the side of the Police
  - Draw Robin Hood and describe why he is dangerous, giving examples from the text
  - Include a reward for information and/or his capture
  - Include threats about what will happen to those associated with him or helping him
- When you have made your poster as detailed and eye-catching as possible, put them out on display in the classroom. Take a few minutes to have a look at each other's work and see the similarities and differences in how you have all approached the task.





# MOST WANTED!