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Teacher's Guide
ROBIN HOOD
By Greg Banks

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BEFORE THE PLAY

SYNOPSIS

This action-packed adventure brings the story of Robin Hood and his Merry Men to life as they steal from the rich to give to the poor. See all your favorite friends and foes—Little John, Maid Marion, Friar Tuck, Much the Miller's Son, King Richard, Prince John, and the Sheriff of Nottingham—woven into one exciting and highly interactive story. Swords clash and laughs abound as your students become part of the action!

THEMES: Folklore, Medieval History, Money Matters, Character Counts: Courage, Friendship, Loyalty, Justice

THEATRE TERMS

VISUAL & PERFORMING ARTS

3.0 Historical & Cultural Context

SCRIPT: The written play that tells actors what to say and what to do.

ACTORS: The people who say the words and do the actions on stage.

CHARACTER: The person or thing that an actor pretends to be or portrays.

DIRECTOR: The person who tells the actors how to say the words and how to do the actions.

SCENERY or the SET: The backdrops, furniture, and other pieces that show the audience where the play takes place.

COSTUMES or WARDROBE: The clothes and other objects an actor wears to show who they are.

PROPS: The things that actors use (such as a book or broom) during the play.

SOUND: The sound effects (like a doorbell or thunder) that help to tell the story.

LIGHTING: The lights that help the audience to see the actors and scenery on the stage.

THEATER: The place where a play is performed. It is from the Greek word *Theatron*, which means “watching place”.

DISCUSSION QUESTIONS

SPEAKING & LISTENING: Comprehension & Collaboration

K.1 1.1 2.1 3.1 4.1 5.2

SPEAKING & LISTENING: Presentation of Knowledge & Ideas

K.4,6 1.4,6 2.6 3.6 4.6 5.6

VISUAL & PERFORMING ARTS

1.0 Artistic Perception

1. What is the difference between a play and a movie? What does it mean to adapt a story into a play or movie?
2. The tale of Robin Hood draws from both history and folklore. What do you know about Robin Hood, his time, and his actions? How do you know what you know?
3. What is a hero? What is an outlaw? How can an outlaw become a hero? How can a hero become an outlaw? If someone commits a crime for good reasons, like stealing money in order to help people, should he or she still be punished?
4. What are taxes and why are they collected? Who collects taxes and what happens to the money? Who decides how this money is spent?
5. What does it mean to be poor? What does it mean to be rich? How does someone become rich or poor?

DURING AND AFTER THE PLAY

DURING THE PLAY

AUDIENCE BEHAVIOR

While watching a live theatre performance, it is important to sit quietly and listen. It does not mean that you need to be silent. Be sure to laugh at the funny parts (or cry at the sad parts), and certainly applaud at the end! Actors love it when an audience actively watches and listens.

DISCUSSION QUESTIONS:

SPEAKING & LISTENING: Comprehension & Collaboration

K.2 1.2 2.2 3.2,3

SPEAKING & LISTENING: Presentation of Knowledge & Ideas

K.4,6 1.4,6 2.6 3.6 4.6 5.6

VISUAL & PERFORMING ARTS

1.0 Artistic Perception

4.0 Aesthetic Valuing

5.0 Connections, Relationships, Applications

1. Refer back to the Theatrical Terms list on page 3. What examples of these terms did you find in the play?
 - a. What did you think of the scenery, costumes, and props? Did they help you understand the story? Why or why not?
 - b. How could you tell when actors were playing different roles? How did the actors change character? Could you follow the story when each actor played multiple characters? Why or why not?
 - c. How did the music, lighting, and sound effects used during the show help you understand the story?
2. There is usually a reason, or many reasons, that a folktale survives over time. Even if it is changed or modernized, the fact that people keep telling it shows that it might have a deeper meaning. Why do you think stories of Robin Hood survive? Where could you find this in the play you saw?
3. What themes did the play explore and how did you find them?
4. Who was your favorite character from the play and why? Who was your least favorite character and why? Who was your favorite actor and why?
5. In the play, how could you tell if a character was rich or poor? Why were these characters rich or poor and how did they become so? Why did Robin give to the poor characters what he stole from the rich characters?

CLASSROOM ACTIVITIES

VOCABULARY & READING

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Activity 1: Words of Hope

LANGUAGE: Vocabulary Acquisition and Use

2.4,6 3.4 4.4 5.4

READING (Foundational Skills): Phonics and Word Recognition

2.3 3.3 4.3 5.3

Learn how to use some of the words you heard during the play.

- | | | |
|--------------|---------------|----------------|
| 1. Gallow(s) | 6. Punctual | 11. Dreadful |
| 2. Hasty | 7. Camouflage | 12. Traitor |
| 3. Withdraw | 8. Decree | 13. Fierce |
| 4. Siege | 9. Delay | 14. Complicate |
| 5. Guile | 10. Treachery | 15. Merchant |

Use a DICTIONARY to do the following:

- Define each word and identify its part(s) of speech
- Divide each word into syllables and identify its root and language of origin plus any prefixes or suffixes. Can you add any prefixes or suffixes to make different words?
- Do any of these words have multiple meanings or usages? How do you know which meaning the author or speaker intends?
- Choose 3 words from the list above and see how many other words you can think of that rhyme with them
- Choose five of these words and see if you can use each in a sentence

MATH

MATHEMATICS

1.OA 2.MD

Activity 2: Money Matters

Prince John has a bathtub full of money. Solve the following math problems to help him spend it.

- A merchant has 20 bars of soap to sell. If Prince John buys 6 lavender bars of soap and 5 lemon soaps, how many bars of soap does the merchant have left?
- The Sherriff of Nottingham has 9 extra swords for his men to use. If Prince John buys him 8 more swords on Wednesday and 5 more on Thursday, how many does he have now?
- Prince John's cook needs to go grocery shopping. If he pays \$9.50 for meat, \$3.75 for apples, and \$5.25 for bread, how much did he spend?
- Prince John wants to buy new clothes from the tailor. If 6 shirts cost \$12.75 and 1 cloak costs \$8.25, how much does he owe the tailor?
- Prince John is buying a pair of shoes from the cobbler. If the shoes cost \$15.99 and he gives the cobbler \$20, how much money will he get back as change?
- Prince John gives the Sherriff of Nottingham \$20. If the Sherriff spends \$2.65 on food, \$8.10 on clothes, and \$3.63 on new quill pens, how much money does he have left?

CLASSROOM ACTIVITIES

Activity 3: What's Your Point?

WRITING: Text Types and Purposes

4.1 5.1 6.1 7.1

When Robin Hood gives to the poor what he takes from the rich, he tries to solve a big problem in his society. How do you think poverty can end? Write an argumentative essay and share it with the class. You can examine this topic by answering the following questions:

1. What is poverty and what causes it?
2. What does it mean to “end” poverty? What would a reasonable standard of living be and how could it be sustained?
3. Who can help end poverty and how?

SPEAKING AND LISTENING

SPEAKING & LISTENING: Comprehension and Collaboration

SPEAKING & LISTENING: Presentation of Knowledge and Ideas

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Listen carefully to your classmates' presentations and ask them questions.

WRITING

WRITING: Production and Distribution of Writing

1.5 2.4,5 3.4,5 4.4,5 5.4,5

WRITING: Range of Writing

LANGUAGE: Conventions of Standard English

LANGUAGE: Knowledge of Language

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Be sure to revise and edit what you write.

Activity 4: Telling Tales

HISTORY AND SOCIAL SCIENCE

Continuity and Change; California: A Changing State; Making a New Nation, Ancient Civilizations; Medieval and Early Modern Times

READING (Literature): Key ideas and Details

2.2 3.2 4.2 5.2 6.1-2 7.1-2

WRITING: Text Types and Purposes

2.3 3.3 4.3 5.3 6.3 7.3

WRITING Research to Build and Present Knowledge

2.7,8 3.7 4.7 5.7 6.7 7.7

VISUAL & PERFORMING ARTS

2.0 Creative Expression

Robin Hood is the subject of many folktales based on a man who lived in medieval England. Throughout history, different cultures all over the world have passed folktales down from generation to generation. Folktales and legends teach important lessons and values while helping us to better understand conflicts and divisions within a society. They serve many purposes:

- To answer “why” when available facts cannot
- To teach moral or ethical values and standards
- To inspire hope
- To provide examples

Divide your students into groups and have each group research a folktale or legend shared in a culture you are studying. Have them investigate the story's origins as well as the changes that have been made to it over time. Which of the purposes above does it serve? How does it do this?

Have each group write its story in the form of a play to perform for the class. Be sure to write a script, assign characters and jobs, and gather any needed props or costumes.

Activity 5: Standing Up for What's Right

WRITING: Text Types and Purposes

1.3 2.3 3.3 4.3 5.3

Robin Hood stands up for what he believes is right, even when it could cost him his life. Think of a time when you stood up for what you believed in and write it as a narrative to share with the class. What prompted you to speak out and/or act as you did? Who did you help? What were the consequences?

CLASSROOM ACTIVITIES

HISTORY AND SOCIAL SCIENCE

HISTORY AND SOCIAL SCIENCE

Continuity and Change; California: A Changing State;

Making a New Nation, Ancient Civilizations; Medieval and Early Modern Times

VISUAL & PERFORMING ARTS

1.0 Artistic Perception

5.0 Connections, Relationships, Applications

Activity 6: Money Talks

Many societies try to strike a balance between how much they share resources among their members and how much they expect their members to gather resources for themselves. Use the following questions to see how a society you are studying thought about money, poverty, and wealth.

1. Money is something valuable that is exchanged to get something else. What did your society use for money?
2. What resources did your society have access to and how were they distributed?
3. A tax is money or resources collected by a leader or government to be used to meet the needs of a community as a whole. Did your society have a tax system? What were these taxes used for?
4. To be wealthy is to have a lot of money or resources. To be poor is to lack the money or resources to live comfortably. Who in your society was considered wealthy and why? Who was considered poor? What must one have or do to “live comfortably” in your society?
5. How did your society treat those who were poor?

Activity 7: Hale the Conquering Hero

Most cultures have their heroes—people who have admirable qualities and do extraordinary things. Their stories are passed down from generation to generation and they show up in various types of art, including storytelling and literature, painting, sculpture, theatre, and dance.

Choose one of the heroes below, or another from a culture you are studying, and look at how his or her image and story shows up in different types of art produced by the culture. Create a collage or display with your findings. You may divide students into groups that research a certain hero or have each student research the same hero and compile your findings as a class. What physical characteristics, personality traits, and other strengths or weaknesses are depicted and why? What does this reveal about the culture?

Odysseus

Joan of Arc

Silver Fox and Coyote

Rama and Sita

Gilgamesh

Joaquin Murrietta

Mulan

John Henry

King Arthur

Nana Miriam

Tokoyo

Paul Revere

CLASSROOM ACTIVITIES

CHARACTER COUNTS

SPEAKING & LISTENING: Comprehension & Collaboration

1.2 2.2 3.2,3

SPEAKING & LISTENING: Presentation of Knowledge & Ideas

1.4,6 2.6 3.6 4.6 5.6

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Character Counts Thematic Questions for *Robin Hood*

Friendship and Loyalty

1. What does it mean to be loyal? What sorts of people or groups are you loyal to and why?
2. Which characters showed loyalty? To whom were they loyal, why, and how did they show it?
3. Name some important attributes of a good friend. Which characters from the play had these attributes?
4. How did Robin Hood become friends with Much and Little John? How did these characters learn to care about and respect each other?

Courage

1. What is courage? When and how do people usually show courage?
2. What characters in the play showed courage and how did they show it?
3. What events or influences can make us have courage? How do they do this?
4. What would have happened if...
 - a. Robin Hood hadn't saved Will Scarlett?
 - b. Marian had not betrayed Prince John and the Sherriff to help Robin?
 - c. Robin and Marian had not entered the tournament to win the silver arrow? Is this an example of courage?
5. Sometimes, not acting or responding to something can show courage. In what kinds of situations would this be true?

Law and Justice

1. As in life, sometimes it can be hard to define characters in a story as "good" or "bad" people. Some people do bad things for good reasons. Some people are rewarded for doing bad things. Which characters from *Robin Hood* would you define as good? Bad? Somewhere in between? Why?
2. Why do we have laws? What and who do laws protect? Who should enforce them and why?
3. Should laws always be enforced? Why or why not?
4. In *Robin Hood*, who breaks the law and why? Who enforces the law and why?
5. What can we do if we think someone has done something unjust to us?
6. What do we do if we think a rule or law is unjust? How can we express our feelings?

Sharing:

1. What does it mean to share? When is it good to share and why?
2. Which characters from the play were willing to share and what did they share? Which characters did not share and what did they do to keep from sharing? Why was this inappropriate or wrong?
3. Who learned to share and how did they learn?
4. What does it mean to cooperate with someone? When was the last time you cooperated with someone to get something done? What did you do?
5. When during the play did characters cooperate and what happened because they did? What happened when characters refused to cooperate?

RESOURCES & ADDENDA

FURTHER READING & LEARNING

Electronic Resources

Robin Hood and Other Outlaw Tales

<http://d.lib.rochester.edu/teams/publication/knight-and-ohlgren-robin-hood-and-other-outlaw-tales>

Great new books of heroes and folktales from School Library Journal

<http://www.slj.com/2014/10/collection-development/focus-on-collection-development/heroes-and-monsters-tales-from-around-the-globe-focus-on-world-myths/#>

In Search of Myths and Heroes (PBS)

<http://www.pbs.org/mythsandheroes/>

Folklore and Mythology Electronic Texts

<http://www.pitt.edu/~dash/folktexts.html>

Native Languages and Texts: Miwok Indian Legends, Myths, and Stories

<http://www.native-languages.org/miwok-legends.htm>

Web Activities

Exploring Everyday Folklore with Nina Jaffe: A Writing with Writers Activity

http://teacher.scholastic.com/writewit/mff/folkloreexp_index.htm

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Words of Hope

Word Search

Find these words in the word search.

- | | | |
|--------------|---------------|----------------|
| 1. Gallow(s) | 6. Punctual | 11. Dreadful |
| 2. Hasty | 7. Camouflage | 12. Traitor |
| 3. Withdraw | 8. Decree | 13. Fierce |
| 4. Siege | 9. Delay | 14. Complicate |
| 5. Guile | 10. Treachery | 15. Merchant |

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

SCHOOL MATINEES

You come to us!

"My kids absolutely loved it, as did the adults!"

- 8th Grade Teacher, Arcade Fundamental/Middle School



THE GARDEN OF RIKKI TIKKI TAVI

September 29 - November 4, 2016

In this wild comic adaptation of Rudyard Kipling's famous book, the loveable mongoose Rikki Tikki Tavi squares off against Nag, the fearsome cobra. Ages 6 and up.

ROBIN HOOD

November 17 - December 23, 2016

This action packed adventure brings to life the story of Robin Hood and his merry men as they steal from the rich to give to the poor. Featuring sword play, chivalry and lots of laughs! Ages 6 and up.

GOING WEST: THE STORY OF THE TRANSCONTINENTAL RAILROAD

February 23 - March 31, 2017

This original work celebrates the men and women who made history by joining our vast nation together - from sea to shining sea! Ages 10 and up.

JUNIE B JONES IS NOT A CROOK

April 20 - May 26, 2017

B Street Family Series beloved favorite Junie B Jones is back with an all new adventure. Join us for this delightful adaptation of Barbara Park's endearing book. Ages 5 and up.

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WORKSHOPS & RESIDENCIES

We come to you!

"We've enjoyed the B Street Playwriting experience tremendously!"

- 6th Grade Teacher, Encina Preparatory High School

Introduction to Playwriting

Single interactive 90-Minute Playwriting Workshop designed to inspire and empower students to write their own plays.

Playwriting Towards Production

Three interactive 90-Minute Playwriting Workshops designed to lead students from inspired ideas to completed drafts of original plays.

After-School Workshops & Residencies

Our Teaching Artists will tailor your after-school program to suit your organization's needs. Participants:

- Learn theatre games and exercises!
- Develop communication and performance skills!
- Perform plays either from their own writing or from B Street's own catalog of scripts!



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SCHOOL TOUR

We come to you!

"Our students laughed and were completely engaged the moment we were seated."

- 2nd Grade Teacher, St. James School



FANTASY AMERICAN!

October 24 - November 23, 2016

A celebration of American Folk Tales & Legends! From the Little Big Horn, to the Top of Old Smoky, to the Legend of Blackbeard The Pirate - these tried and true tales are guaranteed to keep you engaged and in stitches!

FANTASY AMERICAN - WITH A TWIST!

November 28 - December 23, 2016

The B Street School Tour performers add our traditional holiday twist to these classic tales!

HISTORY EXTRAVAGANZA 3

January 16 - March 10, 2017

From Ancient Greece to the California Gold Rush, from Medieval Europe to the Making of a New Nation, and onto the Industrial Revolution! Enjoy this veritable buffet of select plays written by students of ALL grade levels based on topics tied directly to curriculum.

FANTASY FESTIVAL 31

March 27 - June 2, 2017

Now in our 31st year! The winning plays of our annual playwriting contest for kids. Behold the extraordinary results of putting a professional theatre's staff at the service of young writers' talents.

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