

Robin Hood: A Thief or a Hero?

NIVEL DE EDUCACIÓN SECUNDARIA / 1.º, 2.º Y 3.º AÑO
INGLÉS

Palabras clave: skimming and scanning / simple past / facts and
opinions / Robin Hood



Robin Hood: A Thief or a Hero?



EDUCACIÓN SECUNDARIA / CICLO BÁSICO

Cursos: 1.º, 2.º y 3.º año

Inglés

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Presentation

In this sequence of activities, we explore the story of Robin Hood, a legendary figure who is often depicted as a hero of the common people. Robin Hood is famous for "stealing from the rich and giving to the poor," and his adventures take place in Sherwood Forest in England.

The story of Robin Hood allows teachers and students to examine a classic example of folklore within its historical and cultural context. It also provides an opportunity for learners to understand the difference between actual historical events and the legends that arise from them. Discussing these differences helps students recognize how stories can be shaped by cultural perspectives and personal beliefs.

The sequence is organized into three sections, each containing activities that help highlight the distinction between facts and opinions.

At the end of these activities, the correct answers are provided alongside additional freely available resources for reference. This section also includes information on how these materials align with the topics included in the Secondary School Curriculum Design.



Outline of the Proposal

Class 1. Sherwood: The Home of Robin Hood

Activating vocabulary related to the story of Robin Hood.

Sequencing key events in chronological order in Robin Hood's life.

Class 2. Exploring

Identifying facts and opinions related to the story of Robin Hood.

Distinguishing factual texts from opinion-based ones.

Class 3. Sharing Facts and Opinions

Writing about facts and opinions on different topics.

Playing a game to review content and vocabulary.



Class 1. Sherwood: The Home of Robin Hood



In the first activities, we will learn about Robin Hood. He was a hero who lived in Sherwood Forest. We will work with relevant vocabulary and verbs in the simple past that are used in the story. Next, you will read about Robin Hood's adventures, his childhood, and his personal achievements. As we explore his story, you will learn new words about Robin, his brave actions, and why people still remember him today.









This didactic sequence is crafted to familiarize young learners with the historical narrative of Robin Hood, enhancing their understanding of narrative structure through engaging storytelling. Given the complexity of historical narratives and the mix of legendary elements, this sequence uses a familiar folk hero to develop students' comprehension and narrative skills. Below, you will find tailored strategies to effectively implement the activities.

- *The sequence starts with a warm-up activity designed to introduce essential vocabulary and basic past tense verb forms that students need to fully engage with the Robin Hood's story.*

- In the second activity, students are guided to quickly read through the Robin Hood story using cartoon strips as visual aids, answering a set of questions designed to ensure basic comprehension. Following this initial reading, they will engage in a more detailed reading to respond to a true-or-false exercise, reinforcing their understanding of the story's details.
- Activity Three involves students arranging the events of the Robin Hood story in chronological order. This activity not only reinforces their understanding of the sequence but also enhances their ability to analyze and organize narrative events. Detailed instructions for setting up and guiding this activity are provided below to ensure effective engagement and learning outcomes.

Activity 1

a. Warming Up: Match each picture to its correct name.

	high		young
	tax		poor
	forest		archer
	arrow and bow		rich

b. Write the past tense verbs from the box into the table.

took - became - was/were - hid - believed - taught - had - grew up - made - gave

1. be		6. give	
2. teach		7. make	
3. grow up		8. have	
4. take		9. believe	
5. become		10. hide	

Activity 2

a. Read the story of Robin Hood. Answer these questions:

1. Who was Robin Hood's father?
2. What did Prince John do to the people?
3. Who were the members of Robin's team?



ESCUCHAR EL AUDIO



1. Robin was a young boy who lived in Sherwood Forest with his father, Sir Robert of Locksley.



2. His father taught him to use a bow and arrow.



3. Robin loved to help people.



4. When Robin grew up, he saw that Prince John was taking too much money from the people.



5. The taxes were so high that many people became poor.



6. Robin decided to help. He took money from the rich.



7. He gave the money to the poor.



8. The Sheriff of Nottingham wanted to catch Robin.



9. Robin hid in the forest.



10. Robin made great friends and formed a team with Lady Marian, Will Scarlet, Friar Tuck, and the Merry People.



11. They had many adventures fighting against the Sheriff's plans.



12. Robin became famous as the hero of Sherwood.

Fuente: [Historia adaptada de British Council. Robin Hood \(n.d.\)](#)

b. Read the story again. Are these statements True or False?

	Robin was a young boy who lived in Sherwood Forest with his father, Sir Robert of Locksley.
	Robin learned to use a sword from his father.
	Robin loved to help people.
	When Robin grew up, he became the Sheriff of Nottingham.
	The taxes were so high that many people became poor.
	Robin took money from the poor and gave it to the rich.
	He gave the money to the king.
	The people of Sherwood were afraid of Robin.

Activity 3

Puzzle Activity:

- You will get several cards, each with an event from Robin Hood's story.
- Try to remember how the story goes, from the beginning to the end.
- Put your cards in the same order as the cartoon story. Make sure the story makes sense.
- You will work in groups of five students.

Event Cards

When Robin grew up, he saw that Prince John was taking too much money from the people.

Robin made great friends and formed a team with Lady Marian, Will Scarlet, Friar Tuck, and the Merry People.

The taxes were so high that many people became poor.

Robin Hood was a young boy who lived in Sherwood Forest with his father, Sir Robert of Locksley.

He gave the money to the poor.

They had many adventures fighting against the Sheriff's plans.

Robin loved to help people.

Robin decided to help. He took money from the rich.

Robin became famous as the hero of Sherwood.

His father taught him to use a bow and arrow.

The Sheriff of Nottingham wanted to catch Robin.

Class 2. Facts or Opinions?



When we hear stories about Robin Hood, from books or movies, we might wonder: Is this a **fact** or someone's **opinion**? This helps us understand the difference between what actually happened and what people think or feel about it. For example, a story might say Robin Hood was the best archer in England. But is that a fact, or what people believe to make the story exciting? By asking if it's a **fact** or an **opinion**, we learn to tell apart **real events** from what **people say about them**. We will learn more about this by finding out what is true and what is just an idea in the next activities.

*This section is designed to teach students the difference between facts and opinions. Even though Robin Hood is a fictional story, when we talk about **facts** in this context, we refer to events described in the story. **Opinions** are how people feel or think about these events. The following activities will help guide students' understanding of this topic.*

- *Start your lesson by discussing the difference between **facts** and **opinions**. Use simple language and examples to explain that facts are things that happened in the story, while opinions are what people think or feel about those things.*

- Introduce the topic with two sentences on the board:
 - Robin Hood used a bow and arrows. (fact)
 - Robin Hood was very brave. (opinion)
- Use these sentences to show the difference between **a fact** (something that is true in the story) and **an opinion** (something someone believes or feels).
- To help students express opinions, introduce phrases like "I think," "I believe," and "In my opinion." For example, you can write sentences such as:
 - "I think Robin Hood was a hero."
 - "I believe the Sheriff of Nottingham was very mean."
 - "In my opinion, Robin Hood was the best archer in England."
- Explain that these sentences show that what follows is someone's personal view, not a fact. This will help students learn how to express their opinions clearly and distinguish them from facts.
- For Activity One, students will sort sentences into facts and opinions. Use this activity to guide students and provide feedback on their choices. Give more examples to help them understand.
- For Activity Two, the primary focus is on listening skills. Read the following statements about Robin Hood aloud to the class, and have students decide if each statement is a fact or an opinion. If needed, you can write the sentences on the board to support understanding, but ensure that the main emphasis is on listening and interpreting the information heard. Below, you will find a list of suggested sentences.
 - Robin Hood had a group of friends called the Merry Men. **(Fact)**
 - The Merry Men were the best team. **(Opinion)**
 - Robin Hood lived in Sherwood Forest. **(Fact)**
 - Robin Hood was the kindest person in the forest. **(Opinion)**
 - Lady Marian helped Robin Hood. **(Fact)**
 - The Sheriff of Nottingham was very cruel. **(Opinion)**
 - Prince John took money from the poor people. **(Fact)**
 - It was wrong for Robin Hood to take money from the rich. **(Opinion)**

Activity 1

In small groups, read the sentences about Robin Hood. Classify these facts and opinions in the chart below.

- a. I think that Robin Hood was very kind.
- b. Robin Hood used a bow and arrows.
- c. Robin Hood's green clothes were good for hiding in the forest
- d. I believe that the Sheriff of Nottingham was very mean.
- e. Robin Hood and his friends lived in Sherwood Forest.
- f. Robin Hood took from the rich and gave to the poor.
- g. It is not right for Robin Hood to take money from others, even if he gives the money away.

Facts	Opinions

Activity 2

Your teacher will read aloud some statements. In groups, decide if they are **facts** or **opinions**.

	Fact	Opinion
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Class 3. Sharing Facts and Opinions



In these final activities, you will practice what you have learned about Robin Hood. You will also share your opinions on different topics and play a fun game.

This final section is designed to help students consolidate their understanding of facts and opinions while practicing their language skills at an elementary level. The activities are organized to deepen understanding while keeping the content accessible.

Below, you will find some teaching strategies to guide your students through the activities.

- *In the first activity, students will write short sentences that match their language level. You can guide this activity by writing some examples on the board or providing sentence starters. Emphasize the use of simple expressions to indicate opinions, such as “I think,” “I believe,” or “In my opinion.” This practice helps students integrate the content they have learned about facts and opinions in a controlled environment.*

- *The second activity involves a controlled speaking exercise in the form of a game. This game helps students practice distinguishing facts from opinions through spoken language. You can organize the game as follows:*
 - *Divide the students into small groups or pairs.*
 - *Each group takes turns creating a statement about Robin Hood using the expressions learned (e.g., "I think," "I believe"). They then classify their statement as a fact or an opinion.*
 - *To make the game more engaging, consider using a timer to add a competitive element. Arrange students in teams to encourage collaborative learning.*
 - *As students present their statements, ask their peers to decide whether each statement is a fact or an opinion and explain why. Encourage students to use the expressions for opinions as they respond. This peer-review process encourages critical thinking and deeper engagement with the material.*
- *Throughout these activities, circulate around the classroom to offer individual support and feedback. Pay special attention to students' ability to use simple grammatical structures and vocabulary accurately, particularly focusing on their use of opinion expressions.*
- *After the game, hold a class discussion to address any common errors or misunderstandings about facts and opinions. Highlight examples from students who have effectively used expressions for opinions and discuss what makes their sentences clear and correct.*

Activity 1

Read the topics below. For each one, write down one fact and an opinion. Write your answers on paper using full sentences.

Topics:

-
- | | |
|---------------------------------|--------------|
| ○ Your favorite singer or band | ○ School |
| ○ A fruit you love | ○ Robin Hood |
| ○ A football team that you like | ○ Food |
| ○ Animals | |
-

For example:

Fact: *Dogs can live up to 20 years.*

Opinion: *Dogs are good friends.*

Activity 2

In pairs, take turns to read your sentences. Are they facts or opinions?

	Fact	Opinion
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Referencia

British Council (n.d.). *Robin Hood*. British Council Learn English Kids. Recuperado de <https://bit.ly/43sNqAf>

FICHA TÉCNICA

Secuencia: Robin Hood: A Thief or a Hero?

Nivel: Secundario / Ciclo Básico

Cursos sugeridos: 1.º, 2.º y 3.º año

Espacio curricular: Inglés

Inglés

Ejes curriculares:

- El discurso literario y otras manifestaciones artísticas: historietas y cómics.
- Escucha y lectura comprensiva y producción escrita.
- Reflexión sobre el lenguaje, la lengua (sistema, norma y uso) y los textos.

Objetivos:

- Fortalecer el conocimiento lingüístico y cultural de los estudiantes y promover el reconocimiento y la valoración de la diversidad lingüística.
- Activar el conocimiento previo y recuperar aprendizajes de años anteriores sobre expresiones útiles para comprender y narrar eventos históricos de relevancia internacional.
- Fomentar la continuidad en el desarrollo de microhabilidades y macrohabilidades para el análisis y la comprensión de textos escritos y orales.
- Desarrollar la confianza de los estudiantes para involucrarse activamente en el aprendizaje y uso de una lengua extranjera, ofreciéndoles un abanico de oportunidades para participar activamente en temas acordes a su edad e intereses.
- Ampliar y reforzar la habilidad de los estudiantes para identificar y expresar hechos y opiniones en la lengua extranjera.
- Emplear el lenguaje de manera cada vez más libre, personal y autónoma para reconstruir y comunicar experiencias propias.

Aprendizajes y contenidos:

- Desarrollo del repertorio lingüístico y cultural de los estudiantes, para fortalecer el reconocimiento y la valoración de la diversidad lingüística.
- Revisión de un repertorio léxico que facilite la comprensión, la práctica y el uso respecto de eventos en el pasado.
- Uso contextualizado de estructuras para expresar cuestiones inherentes a la narración de eventos en el pasado.
- Análisis de textos con hechos y opiniones.
- Desarrollo de habilidades de lectura y escucha comprensiva a partir del uso de textos y audios (*reading for details and specific information*).
- Desarrollo de habilidades de escritura y producción oral de textos propios del nivel, con estructuras simples y énfasis en la expresión personal.

Sobre la producción de este material

Los materiales de *Hacemos Escuela* se producen de manera colaborativa e interdisciplinaria entre los distintos equipos de trabajo.

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Cómo citar este material

Morchio, M. y equipos de producción del ISEP. (2025). Hechos y opiniones: Robin Hood. *Hacemos Escuela*. Córdoba: ISEP - Ministerio de Educación de la Provincia de Córdoba.

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Answer Key

Class 1. Activity 1

a. Warming Up: Match each picture to its correct name.

	arrow and bow		forest
	archer		high
	rich		tax
	poor		young

b. Write the past tense verbs from the box into the table.

took - became - was/were - hid - believed - taught - had - grew up - made - gave

1. be	was/were	6. give	gave
2. teach	taught	7. make	made
3. grow up	grew up	8. have	had
4. take	took	9. believe	believed
5. become	became	10. hide	hid

Class 1. Activity 2

b. Read the story again. Are these statements True or False?

TRUE	Robin was a young boy who lived in Sherwood Forest with his father, Sir Robert of Locksley.
FALSE	Robin learned to use a sword from his father.
TRUE	Robin loved to help people.
FALSE	When Robin grew up, he became the Sheriff of Nottingham.
TRUE	The taxes were so high that many people became poor.
FALSE	Robin took money from the poor and gave it to the rich.
FALSE	He gave the money to the king.
FALSE	The people of Sherwood were afraid of Robin.

Class 3. Activity 1

In small groups, read the sentences about Robin Hood below and decide together which ones are facts and which are opinions.

Facts	Opinions
b. Robin Hood used a bow and arrows.	a. I think that Robin Hood was very kind
e. Robin Hood and his friends lived in Sherwood Forest.	c. Robin Hood's green clothes were good for hiding in the forest
g. Robin Hood took from the rich and gave to the poor.	d. I believe that the Sheriff of Nottingham was very mean.
	g. It is not right for Robin Hood to take money from others, even if he gives them away.