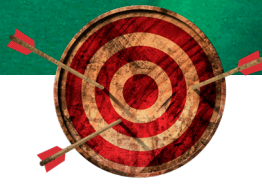


ONE GIRL.
ONE SHOT.
A LEGEND IN THE MAKING.



EDUCATOR'S GUIDE

Disney • HYPERION



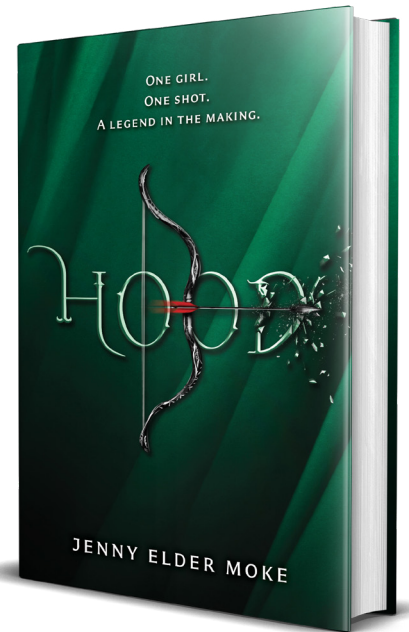
ABOUT THE BOOK

HOOD

Sixteen-year-old Isabelle of Kirklees has only ever known a quiet life inside the sheltered walls of the priory, where she lives with her mother, Marien, who is the prioress. But after Isabelle she is arrested by royal soldiers for defending innocent villagers, she becomes the target of the Wolf, King John's ruthless right hand and an old enemy of her family. Desperate to keep her daughter safe, Marien helps Isabelle escape and sends her on a mission that leads her to the one person who can help: the father Isabelle's never known, the outlaw Robin Hood.

Thrust into a world of thieves and mercenaries, young outlaws, new enemies with old grudges, and a king who wants her entire family dead, Isabelle races to stay out of the Wolf's clutches and find her elusive father. When the Wolf holds Marien hostage and demands Robin in exchange, Isabelle must choose between the betraying the father she's just met and saving her mother. Though skilled with a bow, Isabelle has much to learn about the real world as she joins forces with Robin and his Merry Men to rescue her mother, battle against the Wolf, and find her purpose.

Rich details about medieval living conditions and politics of the thirteenth century provide historical context to this story of family, loyalty, and justice.



★ “A twisty, fast-paced adventure that will be an excellent addition to every collection.”

—*School Library Journal*, starred review

“With a strong and appealing female lead and the younger generation of Merry Men at the center of this novel, readers will be engaged and excited by this new look at a familiar story. The quick pace, daring rescues, and, of course, plenty of archery will keep the pages turning.”

—*Kirkus Reviews*

“The story is by turns romping and tragic, and the resounding theme of fighting injustice and oppression rings true for present times.”

—*The Bulletin of the Center for Children's Books*



ABOUT THE AUTHOR

JENNY ELDER MOKE writes young adult fiction in an attempt to recapture the shining infinity of youth. She worked for several years at an independent publisher in Austin, Texas, before realizing she would rather write the manuscripts than read them. She is a member of the Texas Writers' League and has studied children's writing with Liz Garton Scanlon. She was a finalist in the Austin Film Festival Fiction Podcast Competition in 2017 for her podcast script, *Target*. When she is not writing, she's gathering story ideas from her daily adventures with her two irredeemable rascallions and honing her ninja skills as a black belt in tae kwon do. Jenny lives in Denver, Colorado, with her husband and two children.



APPROACHES FOR USING *HOOD* IN THE CLASSROOM OR LIBRARY

TEXT SETS

Text sets are collections of resources in a variety of formats—articles, essays, histories, short stories, novels, picture books, poems, music, photographs, maps, video, film, art, artifacts, etc.—and complexity levels. By contemplating resources that offer them many different perspectives, students gain a deeper understanding of topics, concepts, and themes.

Hood can be either a starting point or welcome addition to a text set:

- Use it in a medieval history or medieval literature text set.
- Create curricular connections by gathering unifying texts around one of the book's historical figures or events, such as King John or the Magna Carta.
- Include it in a themed set focused on issues, such as inequality, class systems, or justice, or sets with broader themes, such as legends or heroes/villains.

Text sets can also be student-generated. As students read and identify themes and ideas of the novel, they can work alone or in small groups to build their own text sets that focus on exploring what interests them. As they build their text sets, they should note why they included each resource and what specific connections it helped them to make. They should also come up with questions about their theme or issue for future users of their set to ponder and research. Have students make their text sets available to the entire class via Padlet or another curation platform to help broaden knowledge and perspectives on a variety of topics.

- *Journal of Adolescent & Adult Literacy*: [Building Background Knowledge Through Reading: Rethinking Text Sets](#)
- Choice Literacy: [Student-Created Text Sets](#)

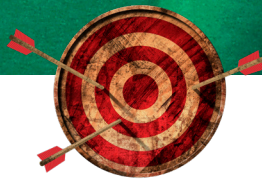
BOOK CLUB

A book club approach to reading *Hood* is an excellent way to promote productive conversation without assigned literature discussion roles. As they read, small groups of students can share their personal responses, their thoughts on medieval history, and themes addressed in the book, such as trust, betrayal, religion, war, identity, oppression, justice, family, and friendship.

Because book clubs are reader-response-centered, having students keep a response journal will help support student responsibility and ownership of the book club. Students can use their journal notes, drawings, observations, and questions as a jumping-off point for discussions. Discussion questions in this guide can help spark and support big-picture discussion, but also ask students to come up with at least three items—a comment about something in the book that excites them; an inference, question, or quote to unpack—to possibly discuss each time their group meets.

Provide students with links to videos or websites they can review to gain more exposure to the history and themes in *Hood* as well as better prepare them for reading and discussing the book. During discussions, ask them to keep track of their conversation by taking notes at each meeting.

After finishing the book, have students compile the best of their own discussion questions and favorite resources and organize them as a discussion guide to share with future book clubs. And then throw a Sherwood-style medieval feast! Invite your readers to put on their Lincoln greens, lift flagons of ginger ale, and dig in to some roasted meats.



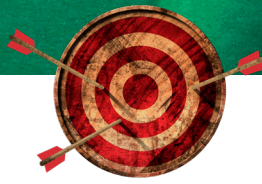
Flagons of ginger ale can also be lifted at a virtual gathering of book club members that doubles as a screening party for student-made book trailers.

- School Library Journal: [How to Run a Virtual Book Club with Middle Schoolers](#)
- Facing History and Ourselves: [Remote Book Clubs: Nurturing Community and Connection](#)
- Edutopia: [Making the Most of In-Class Book Clubs](#)
- KidLitTV: [4 Essentials for Creating a Book Trailer](#)

DISCUSSION QUESTIONS

These questions can be used for class or small-group discussion or offered to students as reflective writing prompts. For even more meaningful discussions, readers should also develop their own questions. As students read, encourage them to note ideas they find interesting or that make them wonder, passages they don't understand and those they like, and things they question, predict, and conclude.

- ▶ Discuss Isabelle's character in detail. Did you find her a sympathetic character? Why or why not?
- ▶ Isabelle often returns to her mother's words to "be braver than you feel." Do you think this was helpful advice? How does it work for Isabelle? Give examples of how you might follow this advice.
- ▶ As she begins to experience the world on her own, Isabelle finds she "had no idea things could be so bad" (p. 74). What does that make her think about her own worldview? How does that make her feel about her finding her own place in the world?
- ▶ Isabelle has moral qualms about breaking the law: "Stealing was wrong, but so was letting people starve when you could help them" (p. 73). Is there ever a time when it is necessary, even right, to break a law? Could someone who breaks a law actually be considered a hero? Why or why not?
- ▶ Think about the inequities of medieval society. What ideas did you get from *Hood* about the status of women during the time period of the book? How does this match or not match what you know of thirteenth-century England? How did you decide what was historically true and what was made up?
- ▶ Do any of the women in this novel embody feminist ideals? Which of the characters would you describe as a feminist? What views of gender roles and of "male" and "female" behavior does the novel offer?
- ▶ How does Robin feel about his daughter? How do you know? Throughout the novel, what messages does the author convey about parent/child/family relationships?
- ▶ How does knowing something about one's family's past contribute to one's identity? Does family ancestry have to be something that is a part of every person's own history? Why or why not?
- ▶ Which is most important to the events of the novel: Isabelle's relationship to her mother or to her father? Why? Do you think Isabelle is more like Marien or Robin? Why?



- ▶ In *Hood*, what role does fear play? What actions of Isabelle's are driven by fear? How do other characters in the book respond to fears they face? Point to an example in the book or in history that shows how fear can be used to manipulate people. Have you ever done something you really didn't want to do out of fear?
- ▶ How does religion influence the characters in *Hood*? Do you think Isabelle's way of thinking about God—"He is, after all, a just God" (p. 43)—changes as she learns more about the world and her own history? Why or why not?
- ▶ Though Marien is prioress and Robin is an outlaw, how are their agendas similar? Why are the Merry Men so loyal to Robin Hood and to each other? Why are the sisters of the priory not loyal to Marien?
- ▶ Explore the relationship between Isabelle and Adam. Growing up in the priory, Isabelle has little knowledge of the aspects of romance. How does Isabelle deal with her feelings toward Adam? What advice would you give her? Do you think this simmering romance enhanced or detracted from the story?
- ▶ Though *Hood* takes place during medieval times, in what ways is it and the legend of Robin Hood relevant today? How has this novel changed the way you think about social, economic, and systematic injustices?
- ▶ Discuss *Hood* as a coming-of-age story. Where is Isabelle in the maturation process? How does she grow and develop during the course of the novel? How does Robin's death help or hinder that growth?

HISTORIC FIGURES, PLACES, AND ITEMS FOR FURTHER EXPLORATION

KING RICHARD

Historic UK: [Richard Lionheart](#)

MiddleAges.net: [Richard the Lionheart](#)

KING JOHN

British Library: [King John](#) and [Perceptions of King John in the 17th Century](#)

King John and the Road to Magna Carta by Stephen Church

MAGNA CARTA

[What Is Magna Carta?](#) (British Library video)

British Library: [Magna Carta Medieval Origins](#) and [What Can Magna Carta Tell Us About Life in Medieval Times?](#)

[Magna Carta](#) (National Archives interactive)

History of England: [Magna Carta: The Great Charter of Liberties of King John, 1215](#)

Magna Carta: The Birth of Liberty by Dan Jones

ROBERT FITZWALTER AND THE FIRST BARONS' WAR

Magna Carta Trust: [Robert Fitzwalter](#)

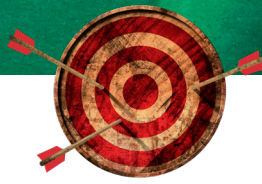
British Library: [Robert Fitzwalter](#)

Louis: The French Prince Who Invaded England by Catherine Hanley

KIRKLEES PRIORY

Yorkshire Guide: [Kirklees Priory and Robin Hood's Grave](#)

Historic England: [Kirklees Priory, Medieval Nunnery](#)



LINCOLN

Visit Lincoln: [Magna Carta and the Charter of the Forest](#)
The Lincolnite: [Lincoln: Where Robin Bought His ‘Hood’](#)

NOTTINGHAM AND SHERWOOD FOREST

[The Real Sherwood Forest](#) (Nottinghamshire County Council video)
Nottinghamshire County Council: [History of Sherwood Forest, Robin Hood and Major Oak](#)
Nottinghamshire History: [The Castle in the Time of John](#)

YORK

History of York: [Life in Medieval York](#) and [Historical Timeline](#)
Discover Middle Ages: [York Castle—the Fortress of the Viking Capital](#)

ARCHERY

Catherine Hanley: [Archery in the Thirteenth Century](#)
Medieval Warfare: [Bows](#)

DAILY LIFE IN MEDIEVAL TIMES

Ancient History Encyclopedia: [The Daily Life of Medieval Nuns](#)
Castles and Manor Houses: [Medieval Clothing](#) and [Medieval Food & Cooking](#)
Voices of Medieval England, Scotland, Ireland, and Wales: Contemporary Accounts of Daily Life
edited by Linda E. Mitchell

ROBIN HOOD

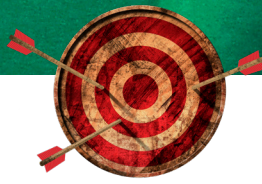
National Geographic: [Who Was the Real Robin Hood?](#)
University of Rochester: [The Robin Hood Project](#)
Medievalists: Robin Hood: [The Man, the Myth, and the History](#)
The Merry Adventures of Robin Hood by Howard Pyle

MERRY ACTIVITIES

PRESERVED IN VERSE

There are dozens of ballads about Robin Hood. Passed down orally through the centuries, these songs of Robin Hood and his adventures often had four-line stanzas, a set rhyme scheme, and could be quite long. “The Geste of Robin Hood” has 456 stanzas! Have students explore the Robin Hood ballads as well as other traditional English ballads, and make sure they understand the way a ballad typically tells a story. Then have them write—and perform—their own ballads about Isabelle’s adventures in *Hood* or any future adventures they imagine for her and the newest generation of Merry Men.

- Mostly Medieval: [Ballads](#)
- [The Project Gutenberg EBook of Ballads of Robin Hood and other Outlaws](#) by Frank Sidgwick
- ReadWriteThink: [Analyzing and Comparing Medieval and Modern Ballads](#)
- Poetry Out Loud: [The Tabloid Ballad](#)



WALK WITH HEROES

In *Hood*, Isabelle flees Kirklees to deliver an important message for her mother and, in doing so, makes a transformative discovery about her own history before returning to rescue her mother. Isabelle's journey is the hero's journey—a monomyth, or archetype—in stories. The monomyth, according to author Joseph Campbell, is a cycle that includes three big stages—separation, initiation, and return, with several substages within each one. How does *Hood* follow the monomyth? What parts of the story show the cycle? Have students identify a scene or passage specific to each stage in the cycle and create graphic panel for each one. Students can work in pairs or individually to develop a comic strip of Isabelle's entire journey. Ask students to use their work to discuss and compare Isabelle's hero's journey with that of Robin Hoods in other films or books.

- TED Ed: [What Makes a Hero?](#)
- KU Gunn Center for the Study of Science Fiction: [Science Fiction Writers Workshop: Joseph Campbell's Hero's Journey](#)

MEDIEVAL MEMES

During the Middle Ages, in a society where few people could read and write, pictures were very important. A coat of arms could tell you who was coming toward you so you could know who that person was and what he stood for. Today, some people use memes to share what they like, stand for, or believe in. Making memes requires that students read, research, and combine humor or emotion, text, and images to make a point in a clever, creative graphic response. Have students use Google Drawings or a meme generator to create an original meme focused on one of the historical figures, themes, or issues in *Hood*. Provide an opportunity for students to critique one another's memes and explain and justify their choices.

- ISTE: [5 Ways to Use Memes with Students](#)
- KQED: [How to Create Funny Memes About Issues That Matter](#)

ROBIN HOOD SOCIETY

In 1953, a member of the Indiana Textbook Commission called for banning references to Robin Hood in books used in schools “because he robbed the rich and gave it to the poor. That's the Communist line.”

Get student thinking about economic, governing, and social systems and ask: How would you characterize the society of the Merry Men and those living in Sherwood Forest? Is it communism? Populism? Socialism? Libertarianism? Social democracy? Given the things that influence the lives of people in this community, what kind of economic, government, and social system would work well? How does that compare to the society of the priory? How does that compare to the society we live in today?

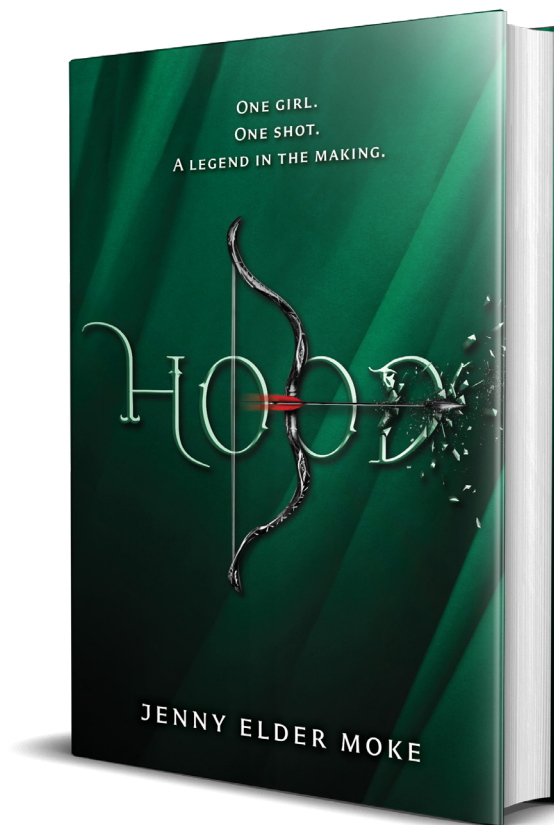
Working in small groups, ask students to create a society based on whatever principles and ideas they choose. What sort of a society would it be? What rules would they establish? How would they resolve issues of inequality or injustice? How would they select the leader? What are the criteria for new members to join? As long as their ideas are plausible and deal with actual societal issues—they aren't creating a utopia or using magic—students can be creative in developing their own great charter of ideas and rights in an ideal society. Have students present their societies and encourage any revisions based on good ideas found in other student societies.



RACHAEL WALKER (belleofthebook.com) created this guide with insights from Grace, Megan, Maria, and Caroline of the [One More Page](#) Young Teen Readers Book Club.

Rachael consults on a wide variety of educational programs and multimedia projects, and develops educational materials and reading resources for children, parents, and teachers.

Many more guides can be found on the Disney • Hyperion website at www.DisneyBooks.com.



Hood

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