

Exploring 'The Highwayman'

What three adjectives would you choose to describe the poem?

How does Alfred Hodge describe the road?

Why do you think the poem is written in two parts?

How many words can you find that describe the highwayman riding his horse?

What features tell us that this poem is set in the present day?

What do you notice about the fourth and fifth lines in each stanza?

Which two stanzas of the poem are written in present tense?

Why did they all leave?

The poem describes the road as a 'vision of midnight'. What does this tell us about the road?

'Highwayman' Challenge

What came to the first?

What came to the second?

What came to the third?

What came to the fourth?

Why did they all leave?



Exploring 'The Highwayman' Answers

What three adjectives would you choose to describe the poem?

These are relevant adjectives, eg. sad, tragic, romantic, lonely, etc.

How does Alfred Hodge describe the road?

He describes the road as a 'vision of midnight' and 'dark, grey, and lonely'.

Why do you think the poem is written in two parts?

The first part of the poem describes the meeting between him and the highwayman, then falling in love and their involvement in the story of getting each other up to the tower and the second part describes the tragic events that led to the death of the road subsequently the highwayman and the return of the highwayman.

The two parts have very different moods, from happy and hopeful to sad and tragic.

How many words can you find that describe the highwayman riding his horse?

- that the highwayman galloped and dashed
- How he galloped in the rain in the moonlight, and galloped away in the east
- How he galloped
- He galloped to the west
- A highwayman galloped riding
- that the highwayman galloped and dashed

What features tell us that this poem is set in the present day?

the highwayman galloped and dashed, etc.

The highwayman riding his horse and his clothing (French velvet hat, a touch of lace at the sleeve, buttons, buckle up to the thigh, the gun a jewelled pistol with a silver ball round).

The two stanzas, stanzas, stanzas (stanzas), stanzas (stanzas) in both after horses of (stanzas), stanzas (stanzas).

What do you notice about the fourth and fifth lines in each stanza?

The fourth line repeats, or further describes, the fourth line.

Which two stanzas of the poem are written in present tense?

The first two stanzas and the last stanza as it is about the present of the road and the highwayman.

Why did they all leave?

To save the highwayman that the highwayman was waiting for him to come.

The poem describes the road as a 'vision of midnight'. What does this tell us about the road?

It tells us that the road is lit by the moonlight and is a narrow and lonely.

Challenge Answers

What came to the first?
What came to the second?
What came to the third?

What came to the fourth?

What came to the fifth?

What came to the sixth?

Why did they all leave?
What came to the seventh?



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Highwayman Poem And Questions

Millington Farwell Carpenter



Highwayman Poem And Questions:

Essential Fiction, Stage 3 Pearson Education, Sylvia Karavis, 2004-03 A complete solution for literacy at Key Stage 2

Assessing Middle and High School Social Studies & English Sheryn Spencer-Waterman, 2013-10-02 For middle and high school teachers teachers of social studies and English this book is filled with examples of instructional strategies that address students readiness levels interests and learning preferences It shows teachers how to formatively assess their students by addressing differentiated learning targets Included are detailed examples of differentiated formative assessment schedules plus tips on how to collaborate with others to improve assessment processes Teachers will learn how to adjust instruction for the whole class for small groups and for individuals They will also uncover step by step procedures for creating their own lessons infused with opportunities to formatively assess students who participate in differentiated learning activities

Key Comprehension New Edition Teacher's Handbook 4 Angela Burt, 2009 Essential skills practice for better reading and writing

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Selections from English Literature Leonidas Warren Payne,Nina Hill,1922 *Picture Books for the Literacy Hour* Guy Merchant,Huw Thomas,2013-12-19 First Published in 2000 Over the last 30 years growth in the popularity and provision of books for children has been remarkable The quality and inventiveness of children s authors and illustrators have led some to think of the picture book as a new art form This book is a celebration of some of this work and it concentrates on the potential that picture books have for the teaching and learning of literacy The aim of this book is to encourage colleagues to take a closer look at some of their favourite picture books and to see how they can be used as a starting point for enjoyable and challenging literacy work in primary classrooms Believing that teachers do not need to rely on schemes to structure their English curriculum and with this in mind this book includes 24 popular titles that have been identified in terms of their potential for delivering exciting text sentence and word level work Written to be used as a resource and anticipate that many readers will be most interested the commentaries on the picture books contained in Chapters 3 7 and the accompanying photocopiable activity sheets

Teaching Drama in Primary and Secondary Schools Michael Fleming,2013-12-19 This book will be of major interest to student teachers teachers lecturers and researchers It provides a case for an integrated approach to the teaching of drama in primary and secondary schools that will help practitioners develop a theoretical rationale for their work It also offers practical examples of lesson plans and schemes of work designed to give pupils a broad and balanced experience of drama These are presented within a framework that argues for an integration of content and form means and ends and internal and external experience Whereas the author s previous work argued for an inclusive approach that reconciled polarized views about performance drama and improvisation this book shows how those activities can be related to each other in practice in an integrated curriculum

33 Things Every Girl Should Know Tonya Bolden,2009-03-04 Natalie Merchant Sigourney Weaver Tabitha Soren Wendy Wasserstein Rebecca Lobo Lauren Hutton Anita Roddick Lynda Barry These are among the thirty three extraordinary women who lend their diverse voices to this outstanding collection of stories songs poems comics and essays that will give every adolescent girl reason to feel hopeful about making the transition from girlhood to womanhood Dealing with subjects like popularity success communication with boys speaking one s mind and body image here is a book that offers help and inspiration to girls as they struggle to find a portrayal of womanhood they can call their own 33 Things Every Girl Should Know is an empowering and inspirational gift book that every girl will want to own to share with friends and to use as a springboard to self knowledge self acceptance and self esteem From the Trade Paperback edition

Supporting Reading Angela Wilson,Julie Scanlon,2013-12-19 Wilson and Scanlon focus on enhancing the reading skills of the pupils whom you support analyzing how you can develop their skills

offering advice and guidance on a variety of learning styles and a breakdown of reading principles **Vocabulary Is Comprehension** Laura Robb, 2014-08-21 Tackle students' biggest barrier to complex text word knowledge In our rush toward complex texts somehow we forget to put a new systematic vocabulary plan in place Luckily Laura Robb provides that instructional plan in Vocabulary Is Comprehension The best part Laura's plan takes just 10 to 15 minutes and much of it is spent in partner and independent work so this is no add-on to squeeze in All materials are included There are 35 lessons paired with 50 complex texts that cover academic vocabulary figurative language denotative and connotative meanings and more Align with specific CCSS vocabulary and writing standards Include strategies for ELLs and developing readers along with formative assessments **Dreamcatcher 8** Ruplekha Sengupta, The Dreamcatcher series of English Readers knits selections from across the world from every genre every period into an unusual pattern Each thread of this pattern tells a story which is unique much-loved and thought-provoking Dreamcatcher encourages readers to understand and appreciate literature and inspires further reading The books for grades 1 to 8 adhere to the suggested language skill areas and themes defined by the new curriculum published by the CISCE **Primarily Poetry** Lani Steele, 2005 Educational title for gifted and advanced learners **Crabbe's Arabesque** Ronald B. Hatch, 1976-01-01 **CBSE Most Likely Question Bank Chapterwise Class 10 (2022 Exam) - Social Science with New Objective Paper Pattern, Reduced Syllabus** Gurukul, 2021-06-15 Benefit from Chapter Wise Section wise Question Bank Series for Class 10 CBSE Board Examinations 2022 with our Most Likely CBSE Question Bank for Social Science Subject Wise books designed to prepare and practice effectively each subject at a time Our Most Probable Question Bank highlights the knowledge based and skill based questions such as important Terms Concepts MCQs Very Short Questions Short Questions Long Questions Evaluation and Analysis Based Questions Case Based Questions Assertion and Reasoning Maps Project Activity etc It includes History Geography Political Science and Economics Our handbook will help you study and practice well at home How can you benefit from Gurukul Most Likely CBSE Social Science Question Bank for 10th Class Our handbook is strictly based on the latest syllabus prescribed by the council and is categorized chapterwise topicwise to provide in-depth knowledge of different concept questions and their weightage to prepare you for Class 10th CBSE Board Examinations 2022 1 Focussed on New Objective Paper Pattern Questions 2 Includes Solved Board Exam Paper 2020 for both Delhi and outside Delhi Set 1 3 and Toppers Answers 2019 3 Previous Years Board Question Papers Incorporated 4 Visual Interpretation as per latest CBSE Syllabus 5 Exam Oriented Effective Study Material provided for Self Study 6 Chapter Summary for Easy Quick Revision 7 Having frequently asked questions from Compartment Paper Foreign Paper and latest Board Paper 8 Follows the Standard Marking Scheme of CBSE Board Our question bank also consists of numerous tips and tools to improve study techniques for any exam paper Students can create vision boards to establish study schedules and maintain study logs to measure their progress With the help of our handbook students can also identify patterns in question types and structures allowing them to cultivate more

efficient answering methods Our book can also help in providing a comprehensive overview of important topics in each subject making it easier for students to solve for the exams The National Magazine ,1900 Robin Hood in Outlaw/ed Spaces Lesley Coote,Valerie Johnson,2016-11-10 Following in the tradition of recent work by cultural geographers and historians of maps this collection examines the apparently familiar figure of Robin Hood as he can be located within spaces that are geographical cultural and temporal The volume is divided into two sections the first features an interrogation of the literary and other textually transmitted spaces to uncover the critical grounds in which the Robin Hood legend has traditionally operated The essays in Part Two take up issues related to performative and experiential space demonstrating the reciprocal relationship between page stage and lived experience Throughout the volume the contributors contend with among other things modern theories of gender literary detective work and the ways in which the settings that once advanced court performances now include digital gaming and the enactment of real lives

The book delves into Highwayman Poem And Questions. Highwayman Poem And Questions is a crucial topic that needs to be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Highwayman Poem And Questions, encompassing both the fundamentals and more intricate discussions.

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