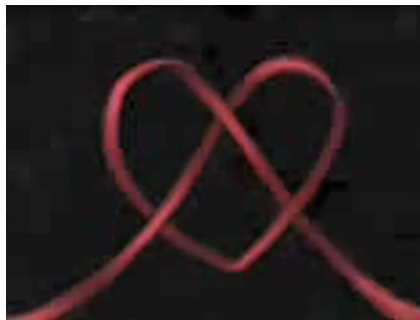


L.O. Use evidence to develop different points of view

Re-tell the first five stanzas of the Highwayman poem using our story maps, then read the rest of it, paying close attention to the roles of each character.

 The Highwayman

Watch again the animated version of the poem. Although it has no words, it does add to our understanding of the original poem.



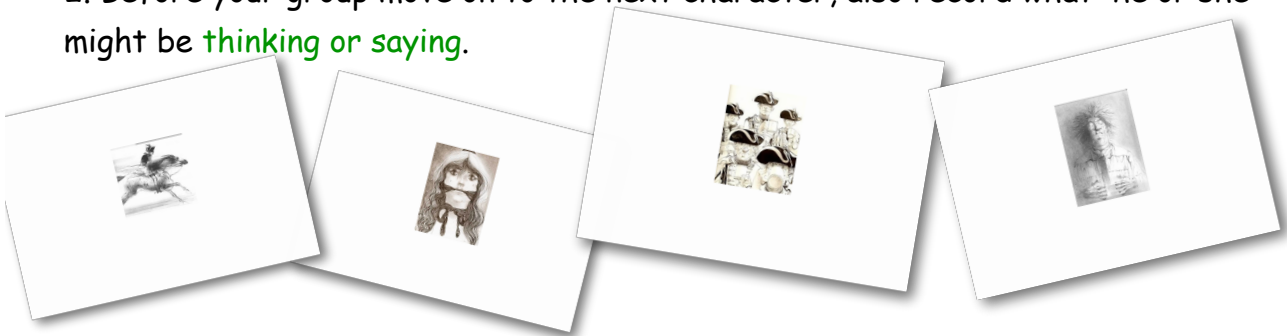
Now for some character analysis; who are the four main characters in the poem?





Let's use an activity called 'Flat chat':

1. In four groups, each of you with a marker pen, **write key words or phrases** that relate to the character on your table. Work in **complete silence**, moving around the sheet to read what has been written - add your own ideas, add to other's ideas, or contrast them, writing *why* you disagree. Write neatly, so others can read your ideas.
2. Before your group move on to the next character, also record what he or she might be **thinking or saying**.



3. Now return to your original character and **discuss** with your group what has been written.

4. Share all four sheets as a class. Has the activity helped you to understand the characters' motives more?

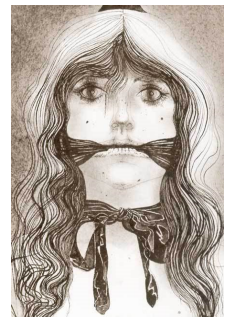
L.O. Use evidence to develop different points of view

So who was responsible for the death of Bess?

In your books, write about all the possible reasons why each character was at fault; use **causal**/**adding** conjunctions to give reasons.

Use the character names as sub-headings, working through them one at a time:

- The Highwayman
- Bess
- Tim the ostler
- King George's Men





Attachments

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Spr2'12-1-The Highwayman.avi