

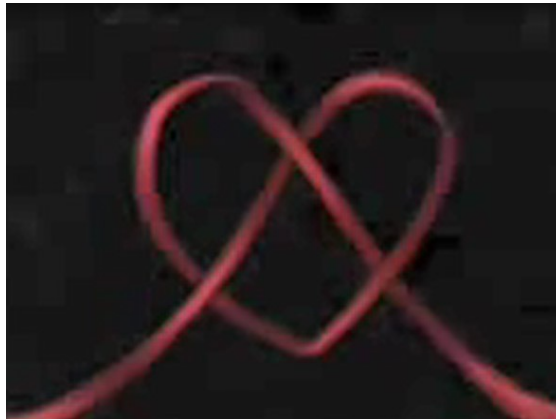
L.O. Use evidence to develop different points of view

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

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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?

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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



