

The Highwayman: Activity Plan 2

Reading Skill:

2a. Give/explain the meaning of words in context.

I can work out the meaning of unfamiliar words to help me understand the poem.

Vocabulary and Key Phrases:

Red-coat troop, King George, musket, spurs.

Prior Learning: Children should have read Part 1 of the poem in The Highwayman Activity 1.

Reading Task: Read Part 2 (stanzas 1-11) of the poem.

Reading Questions

Which words are unfamiliar? Why? Can you work out what they mean by reading the rest of the stanza?

Stanza 1: Who are the red-coats? What time of day do they come?

Stanzas 2/3: What have the red-coats done? What do they mean by 'keep good watch'?

Stanza 4/5: Which words and phrases describe Bess's desperation? What is she trying to do?

Stanza 6/7: Why is 'tlot, tlot' repeated several times? Why is Bess described as the red-coats' 'priming'?

Stanza 8/9: Which words/phrases describe the highwayman's state of mind throughout these two stanzas?

Stanza 10/11: How do these stanzas compare to stanzas 1 and 2 from part 1 of the poem?

Deeper Reading:

Find words and phrases throughout the poem that reflect the theme of death and tragedy?

Related Activities

Punctuation and Grammar: Children complete the [Semi-Colons Activity Sheet](#).

Challenge! Children find examples of semi-colons in their own reading book(s). They write out the sentences and explain why the semi-colon has been used.

Vocabulary: Children choose one word from each stanza and write 3 synonyms for each word.

Challenge! Children write a definition of each original word.

Comprehension: Children complete the [Character Actions Activity Sheet](#).

Challenge! Children imagine Tim features in part 2 of the poem and write about what he might be doing.

Describe: Children complete the [Hell at One Dark Window Activity Sheet](#).

Challenge! Children answer the question: Is this scene hell for Tim?

Explain: Children write out their five favourite lines from the poem and explain why they think they are effective.

Challenge! Children answer the question: How does repetition make the poem more effective?

Summarise: Children write a summary about the events of Part 2.

Challenge! Children write a script for a voiceover as if the poem were a television programme to review what is to come in the episode. E.g. Tonight, in The Highwayman...