

**Common Core
Activities
for
“The Highwayman”**

BY ALFRED NOYES



ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

Written by
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Common-Core-Based Activities For
“The Highwayman”

Alfred Noyes

By Tammy D. Sutherland and Shannon B. Temple

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Prereading Informational Text	5-7	This activity will help with background knowledge needed for understanding character's actions and choices. Students are required to use context as a clue in determining the meaning of words that have multiple meanings, determine the author's purpose, and answer a question from the passage. CCSS7RIT1, 4,6
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The Highwayman

Name: _____

Date: _____

Historical Text: Crimes in Eighteenth Century England

During the eighteenth-century in England, many people viewed criminals and law breaking as heroic and courageous, and the activities of robbers and villains were often widely celebrated in popular culture. Stories of daring criminality were widely reported in a **host** of printed pamphlets, books and newspapers, and generated high levels of public interest across the country.

Highwaymen in particular were held in high esteem by many people. Tales of highway robbery often became the stuff of folklore and legend, and several highwaymen became popular celebrities in their own lifetime. When street robber Jack Sheppard was hanged in 1724 after making four escapes from prison, 200,000 people attended his execution. When the celebrated eighteenth-century highwayman John Rann was let off for a theft in 1774, he was mobbed by a crowd of adoring admirers as he left court in London. The newspaper articles below paint vivid pictures of Rann in court.

For others, however, rising crime was the cause for much concern. Theft rates in particular remained alarmingly high and by the second half of the century many people were beginning to question the effectiveness of the methods used to investigate and arrest wrongdoers.

Eighteenth-century law enforcement was very different from modern-day policing. The prosecution of criminals remained largely in the hands of victims themselves, who were left to organize their own criminal investigations. Every town was obliged to have one or two constables, who were selected every year from local communities, and were unpaid volunteers. These constables were required to perform policing duties only in their **spare** time, and many simply paid for substitutes to stand in for them.

In London, a system of paid watchmen also operated across different parishes. Known as “charlies”, they performed various duties on top of the detection and arrest of suspected criminals, including escorting home drunkards and “crying” the time through the streets of their neighborhood during the night. London’s watchmen were widely criticized for being old, decrepit and ineffective, though many probably served a useful function to many local communities.

From the 1750s, however, this patchwork system of local policing was strengthened by a more professional force of officers. In 1751 London magistrate Henry Fielding founded the Bow Street Runners, who for the first time provided a permanent body of armed men to carry out investigations and arrests.

The eighteenth-century criminal justice system relied heavily on the existence of the “bloody code”. This was a list of the many crimes that were punishable by death - by 1800 this included well over two hundred separate capital offences. Guilty verdicts in

cases of murder, rape and treason - even lesser offences such as poaching, burglary and criminal damage - could all possibly end in a trip to the gallows. Though many people charged with capital crimes were either let off or received a lesser sentence, the hangman's noose nevertheless loomed large.

Most punishments during the eighteenth-century were held in public. Executions were elaborate and shocking affairs, designed to act as a deterrent to those who watched. Until 1783 London executions took place at Tyburn eight times a year. As many as twenty felons were sometimes hanged at the same time. Prisoners were transported to the gallows along a three-mile route by cart, often followed by a huge, jeering crowd numbering several thousand people. Prisoners were executed in front of these noisy, riotous audiences and many hangings resembled more of a fair than a solemn legal ceremony. Other hangings, by contrast, were somber affairs, accompanied by deep mourning and widespread commiseration for the condemned. White doves were sometimes released by the spectators as a symbol of their sorrow, and executions were accompanied by a hushed silence as the frightening moment of death arrived.

A range of other punishments were, however, also frequently imposed. Many felons were transported to the American colonies (and later in the century, to those in Australia), where they served out their sentences in hard labor. Other criminals convicted of lesser crimes were fined, branded on the hand by a hot iron, or shamed in front of the general public: by being whipped "at the cart's tail", for example, or being set in the pillory and pelted with rotten eggs and vegetables. Long-term prison sentences in "Houses of Correction" were also more widely imposed towards the century's end.

Directions: After reading the article, answer the following questions. Be sure to use complete sentences where appropriate. This passage contains many multiple-meaning words. For numbers 1 and 2, use context as a clue to the precise meaning of each bolded word. Circle the meaning for each word.

1. Host

Noun

1. a person who receives or entertains other people as guests
"a dinner-party host"
2. an animal or plant on or in which a parasite or commensal organism lives

Verb

1. act as host at (an event) or for (a television or radio program)
2. store (a website or other data) on a server or other computer so that it can be accessed over the Internet

2. Spare

Adjective

1. additional to what is required for ordinary use
2. with no excess fat; thin

Noun

1. an item kept in case another item of the same type is lost, broken, or worn out
2. (in bowling) an act of knocking down all the pins with two consecutive rolls of the ball

Verb

1. give (something of which one has enough) to (someone); afford to give to
2. refrain from killing, injuring, or distressing

3. What is the author's purpose in writing this article on crime?

- a. to tell the reader an entertaining story about crime
- b. to inform the reader about crime in England during a specific time period
- c. to persuade the reader to research crime further
- d. to describe law enforcement in England's past

4. The term "charlies" is used in this article. What is a synonym for a "charlie"?

_____ Explain in your own words what a "charlie" is. Be sure to explain the various duties of a "charlie". _____

5. What does the word obliged mean in the following sentence from the article?

Every town was obliged to have one or two constables, who were selected every year from local communities, and were unpaid volunteers.

- a. grateful
- b. indulged
- c. forced
- d. assisted

The Highwayman

Name: _____

Date: _____

Vocabulary

These vocabulary terms will appear in the poem. Clarifying the meanings of these terms will help you as you read the poem.

Directions: For each term, read the etymology. The etymology of the word will provide clues to the meaning of the word. Be sure to pay attention to the part of speech for each word. Then, consult a dictionary (print or digital) to determine the precise meaning. Finally, use the word in your own sentence. Be sure your sentence reflects the meaning of the word.

1. Torrent (noun) from Latin torrent-boiling, roaring

My definition:

Dictionary definition:

Sentence:

2. Galleon (noun) from Old French galion-little ship

My definition:

Dictionary definition:

Sentence:

3. Moor (noun) from Old English mor-morass, swamp

My definition:

Dictionary definition:

Sentence:

4. Cobbles (noun) from Middle English cob-lumps

My definition:

Dictionary definition:

Sentence:

5. Plaiting (verb) from Latin plicare-fold

My definition:

Dictionary definition:

Sentence:

6. Peaked (adjective) from Old English peak-become pointed

My definition:

Dictionary definition:

Sentence:

7. Harry (verb) from Old French harier-worry

My definition:

Dictionary definition:

Sentence:

8. Casement (noun) from Latin cassa-hollow molding

My definition:

Dictionary definition:

Sentence:

The Highwayman

Alfred Noyes

Part 1

The wind was a torrent of darkness upon the gusty trees,
The moon was a ghostly galleon tossed upon cloudy seas,
The road was a ribbon of moonlight looping the purple moor,
And the highwayman came riding--
Riding--riding--
The highwayman came riding, up to the old inn door.

He'd a French cocked hat on his forehead, and a bunch of lace at his chin;
He'd a coat of the claret velvet, and breeches of fine doe-skin.
They fitted with never a wrinkle; his boots were up to his thigh!
And he rode with a jeweled twinkle--
His rapier hilt a-twinkle--
His pistol butts a-twinkle, under the jeweled sky.

Over the cobbles he clattered and clashed in the dark inn-yard,
He tapped with his whip on the shutters, but all was locked and barred,
He whistled a tune to the window, and who should be waiting there
But the landlord's black-eyed daughter--
Bess, the landlord's daughter--
Plaiting a dark red love-knot into her long black hair.
Dark in the dark old inn-yard a stable-wicket creaked
Where Tim, the ostler listened--his face was white and peaked--
His eyes were hollows of madness, his hair like mouldy hay,
But he loved the landlord's daughter--
The landlord's black-eyed daughter;
Dumb as a dog he listened, and he heard the robber say:

"One kiss, my bonny sweetheart; I'm after a prize tonight,
But I shall be back with the yellow gold before the morning light.
Yet if they press me sharply, and harry me through the day,
Then look for me by moonlight,
Watch for me by moonlight,
I'll come to thee by moonlight, though hell should bar the way."

He stood upright in the stirrups; he scarce could reach her hand,
But she loosened her hair in the casement! His face burnt like a brand
As the sweet black waves of perfume came tumbling o'er his breast,
Then he kissed its waves in the moonlight
(O sweet black waves in the moonlight!),
And he tugged at his reins in the moonlight, and galloped away to the west.

PART 2

He did not come in the dawning; he did not come at noon.
And out of the tawny sunset, before the rise of the moon,
When the road was a gypsy's ribbon over the purple moor,
The redcoat troops came marching--
Marching--marching--
King George's men came marching, up to the old inn-door.

They said no word to the landlord; they drank his ale instead,
But they gagged his daughter and bound her to the foot of her narrow bed.
Two of them knelt at her casement, with muskets by their side;
There was Death at every window,
And Hell at one dark window,
For Bess could see, through her casement, the road that he would ride.

They had bound her up at attention, with many a sniggering jest!
They had tied a rifle beside her, with the barrel beneath her breast!
"Now keep good watch!" and they kissed her. She heard the dead man say,
"Look for me by moonlight,
Watch for me by moonlight,
I'll come to thee by moonlight, though Hell should bar the way."

She twisted her hands behind her, but all the knots held good!
She writhed her hands till her fingers were wet with sweat or blood!
They stretched and strained in the darkness, and the hours crawled by like
years,
Till, on the stroke of midnight,
Cold on the stroke of midnight,
The tip of one finger touched it! The trigger at least was hers!

The tip of one finger touched it, she strove no more for the rest;
Up, she stood up at attention, with the barrel beneath her breast.
She would not risk their hearing, she would not strive again,
For the road lay bare in the moonlight,
Blank and bare in the moonlight,
And the blood in her veins, in the moonlight, throbbed to her love's refrain.

Tlot tlot, tlot tlot! Had they heard it? The horse-hooves, ringing clear;
Tlot tlot, tlot tlot, in the distance! Were they deaf that they did not hear?
Down the ribbon of moonlight, over the brow of the hill,
The highwayman came riding--
Riding--riding--
The redcoats looked to their priming! She stood up straight and still.

Tlot tlot, in the frosty silence! Tlot tlot, in the echoing night!
Nearer he came and nearer! Her face was like a light!
Her eyes grew wide for a moment, she drew one last deep breath,
Then her finger moved in the moonlight--
Her musket shattered the moonlight--
Shattered her breast in the moonlight and warned him--with her death.

He turned, he spurred to the West; he did not know who stood
Bowed, with her head o'er the casement, drenched in her own red blood!
Not till the dawn did he hear it, and his face grew grey to hear
How Bess, the landlord's daughter,
The landlord's black-eyed daughter,
Had watched for her love in the moonlight, and died in the darkness there.

Back, he spurred like a madman, shrieking a curse to the sky,
With the white road smoking behind him and his rapier brandished high!
Blood-red were his spurs in the golden noon, wine-red was his velvet coat
When they shot him down in the highway,
Down like a dog in the highway,
And he lay in his blood in the highway, with the bunch of lace at his throat.

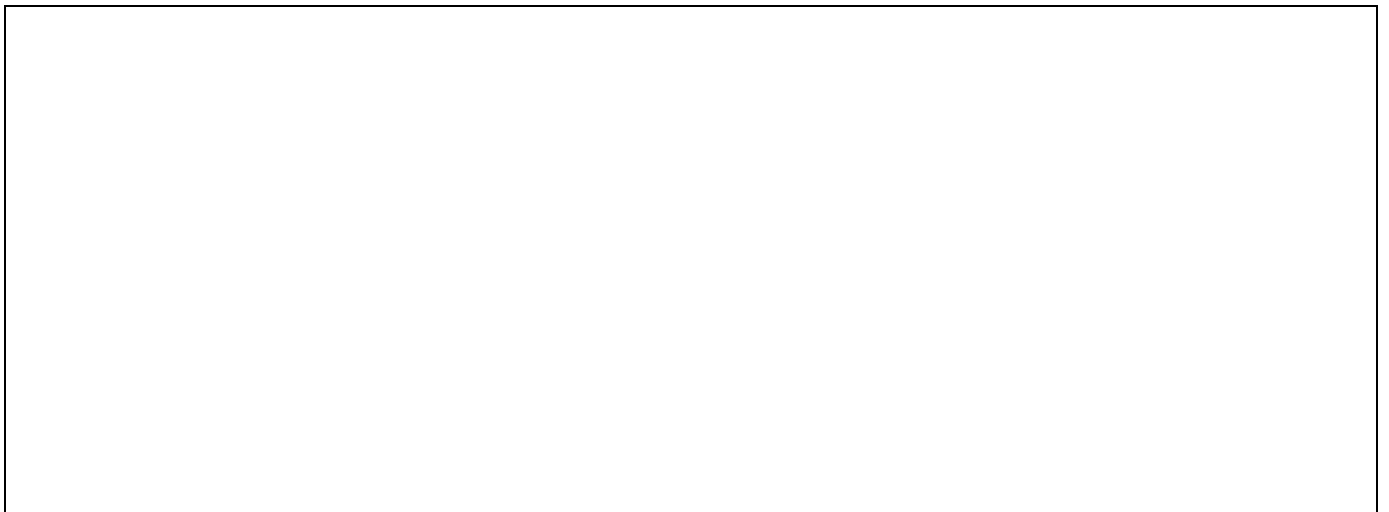
*And still on a winter's night, they say, when the wind is in the trees,
When the moon is a ghostly galleon tossed upon cloudy seas,
When the road is a gypsy's ribbon looping the purple moor,
The highwayman comes riding--
Riding--riding--
The highwayman comes riding, up to the old inn-door.*

*Over the cobbles he clatters and clangs in the dark inn-yard,
He taps with his whip on the shutters, but all is locked and barred,
He whistles a tune to the window, and who should be waiting there
But the landlord's black-eyed daughter--
Bess, the landlord's daughter--
Plaiting a dark red love-knot into her long black hair.*

Close Reading

Part 1

1. Illustrate each of the first three stanzas.



2. In the fourth stanza, what is the speaker's attitude toward Tim? Based on the description of Tim, how do you as the reader feel about him? Support your answers with text.

3. In the last two stanzas of Part One, what does the Highwayman explain to Bess? What does he do just before he rides off?

Part 2

1. In the first stanza, what is meant by a tawny sunset?

Use a dictionary to verify your answer.

Now, illustrate this stanza.

2. What is the attitude of the soldiers in the second and third stanzas?

3. What words does the poet use to convey this attitude?

4. What is the effect of the flashback Bess has in the third stanza?

5. What does Bess do in the fourth and fifth stanzas?

How does this action affect her?

6. What does Bess hear in the sixth stanza? _____ Do
the soldiers hear it too? _____ How can you tell?

7. In your own words, explain what happens in stanzas seven through nine.

8. Why are the last two stanzas italicized? What can you infer the author wants the reader to think about the Highwayman and Bess at the end of the poem?

Post Reading

1. This poem is an example of _____.
- | | |
|---------------|---------------------|
| a. a limerick | c. a sonnet |
| b. haiku | d. a narrative poem |

2. Describe the Highwayman. Use the text to support your description.

3. The reader can conclude that Bess is self-sacrificing. Which sentence from the poem best supports this conclusion?

4. Determine the author's purpose in including the stanza where Tim listens to Bess and the Highwayman's conversation?

5. Tim the ostler is merely a stalker in the shadows. He obviously had a huge impact on the plot of this narrative poem (because of what he overheard). Explain this impact. Be sure to cite specific lines from the poem to support your answer.

6. How does the author develop the point of view of Tim?
a. dialogue c. description
b. flashbacks d. foreshadowing
7. Look back at the details of the setting. What effect does setting have on the plot?

8. Read back over the poem. Which detail from the poem do you feel creates the most suspense? Be sure to explain why.

The Highwayman

Imagery & Figurative Language to Artwork

Name: _____

Date: _____

*Back, he spurred like a madman, shrieking a curse to the sky,
With the white road smoking behind him and his rapier brandished high!
Blood-red were his spurs in the golden noon, wine-red was his velvet coat
When they shot him down in the highway,
Down like a dog in the highway,
And he lay in his blood in the highway, with the bunch of lace at his throat.*

1. Underline the imagery in the above passage.
2. Circle the two similes in the passage.
3. Draw a box around the strong verbs in the passage.
4. What is meant by “the white road smoking behind him”?

5. All of the imagery and figurative language in this passage really puts a picture in our minds! Let’s draw what we see in our mind’s eye. On a separate sheet of paper, draw the scene described as the Highwayman rides to his Bess. Make sure you rely on the imagery to draw and color your picture just as Alfred Noyes describes it.

The Highwayman

Mottos

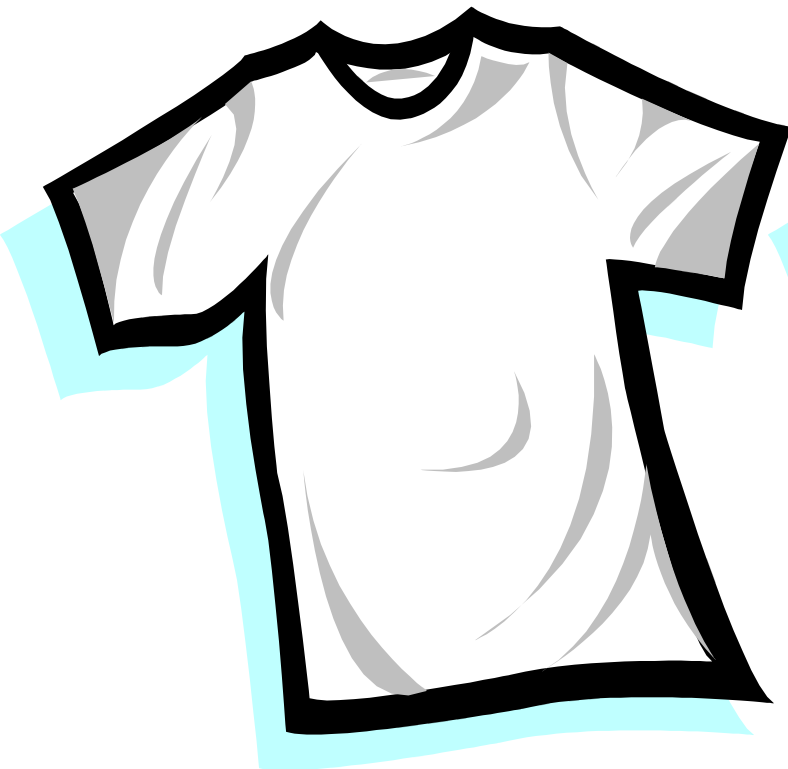
Name _____

Date _____

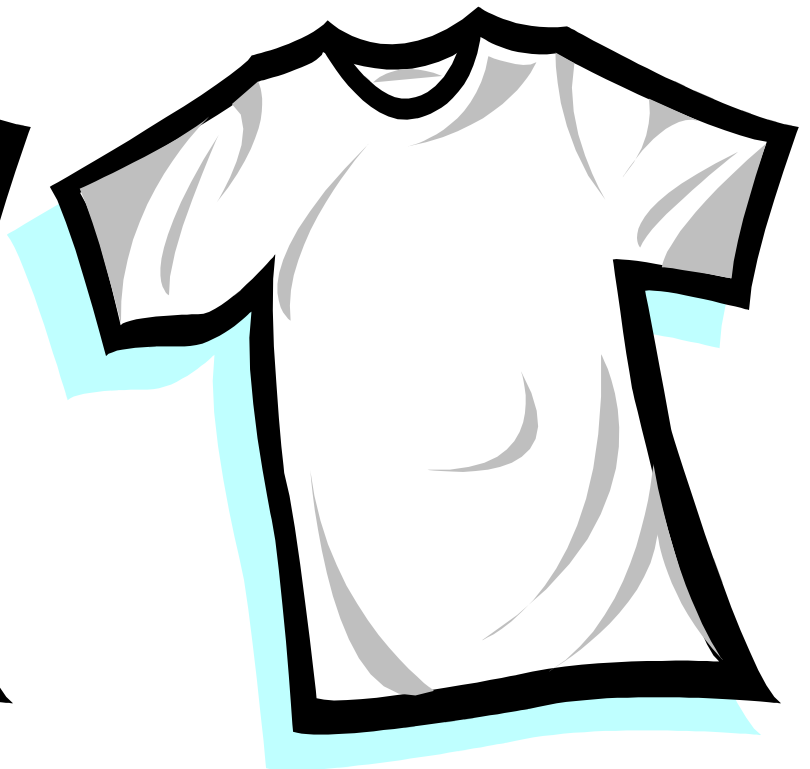
A motto is a word or saying that describes a principle or moral that someone lives by. Some examples are:

- The apple doesn't fall far from the tree.
- Never judge someone until you have walked a mile in his/her shoes.

Create a T-shirt for the mottos the characters reveal for themselves in this poem. In the center of each shirt, write the motto. Then, illustrate it.



Bess



The Highwayman

The Highwayman
Literary Element Scavenger Hunt

Name _____

Date _____

Use the poem to find an example of each of the following.

Find a simile.

Figure of Speech:

Analysis:

Stanza number: _____

Find an example of personification.

Figure of Speech:

Analysis:

Stanza number: _____

Find a flashback.

Stanza number: _____

Find an example of alliteration.

Stanza number: _____

Find a passage that supports that the Highwayman is caring.

Stanza number: _____

Find one example of imagery.

Stanza number: _____

Find four strong action verbs.

1. _____ (line number _____)

2. _____ (line number _____)

3. _____ (line number _____)

4. _____ (line number _____)

Writing Activities

Bess' father is merely mentioned in the poem as the owner of the inn. The events of the poem surely had a great effect on him. Write three or four stanzas from Bess' father's point of view. Be sure to include his feelings about Bess' relationship with the Highwayman, his thoughts as the red coats arrive as well as his feelings about Bess' choice to sacrifice her life to save the Highwayman.

Write a eulogy and/or obituary for Bess.

Write a eulogy and/or obituary for The Highwayman.

Write a letter to Bess' father from Tim. Remember, you will be writing from Tim's point of view. Be sure to include your thoughts and feelings about Bess. Explain to him why you did what you did in regards to informing the red coats. Discuss your feelings over your plan backfiring and how it will impact your future.

Write an "I Am" poem based on a character.

Write a news article about the deaths in the poem.

A eulogy is a short speech written to be delivered at a funeral. Its purpose is to pay tribute to the deceased. For your eulogy, you must include the following:

- Name of the deceased
- Place of birth
- Parent(s)
- Community services or hobbies the person was involved in/with
- A short memory that you have of this person
- Overall attitude of the person
- What the person believed in
- Something this person lived by – a quote that he/she always said

An obituary is written for a newspaper. Its purpose is to announce the death and demonstrate honor and respect for the deceased. It is like a short biography. Your obituary should include the following:

- Name of the deceased person
- Age at death
- Closest friends/family of this person
- Residence
- Day and date of death
- Place of death
- Cause of death
- Place where services will be held
- Memorials to be given to _____
- A picture of the deceased can be added to the obituary.



Fill in the blank obituary

NOTE: You may need to make up these details. Looking back at the poem may help.

Obituary for _____

Today, we are mourning the loss of _____. _____ was _____ years old. Our thoughts go out to _____'s family and closest friends.

The deceased spent most of his/her time _____
_____.

This beloved (son, daughter, friend) _____ died on _____. (date)

_____ was killed by _____.

_____ is survived by _____.

A memorial service will be held at _____.

In lieu of flowers, please consider giving a donation to _____.

We will miss you, _____.

You may add a picture to your obituary.

The Highwayman “I Am” Poems

Directions: Follow the pattern of the “I Am” poem to write a poem based on a *character* from *The Highwayman*. Begin by using the first two words given in each line (I am, I wonder, I hear, etc) and then write what the information in parenthesis instructs you to write. Complete all three stanzas.

I Am

I am (choose a character...The Highwayman, Bess, Tim the Ostler, the landlord, King George’s Men.)

I wonder (something you would be curious about if you were that person)

I hear (a sound (real or imaginary) you would hear if you were that person)

I see (a sight (real or imaginary) you would see if you were that person)

I want (an actual desire that you would want if you were that person)

I am (the first line of the poem restated)

I pretend (something you would actually pretend to do)

I feel (a feeling you would have about something imaginary)

I touch (if you were this person, what is something you imaginarily touch)

I worry (something that would really bother you)

I cry (something that would make you very sad)

I am (the first line of the poem repeated)

I understand (something you would know is true)

I say (something you would believe in)

I dream (something you would actually dream about)

I try (something you would really make an effort about)

I hope (something you would actually hope for)

I am (the first line of the poem repeated)

The Highwayman

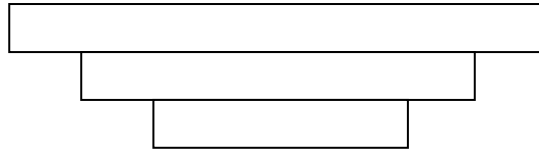
Newspaper Article

Name: _____

Date: _____

Read the following information on writing a news report before you start.

- A news report is based on facts. Do not include your opinions.
- The first paragraph contains the most important information: Who? What? When? Where? Why? And How?
- It is arranged in an "inverted pyramid" style:



This means that facts are arranged from most important to least important. It allows you to see a lot of information quickly in the first couple of paragraphs. The least important facts are nearer the end.

Answer these questions in the lead of your news report:

1. Who is it about?
2. What happened?
3. When did it happen?
4. Where did it happen?
5. Why did it happen?
6. How did it happen?

Write only what would appear in a newspaper. (Facts only, no opinions)

Headline:

The Highwayman

Newspaper Article Rubric

Name: _____

Date: _____

Criteria	Possible Points	Points Earned
article is about deaths in <i>The Highwayman</i>	10	
article gives facts and not opinions	15	
article tells: Who _____ What _____ When _____ Why _____ Where _____	50	
organized; article "makes sense"	15	
neat; well written with few (if any) spelling or grammatical errors	10	
Bonus: pictures, made to look like a "real" newspaper article, dateline/byline used correctly	10	
TOTAL	110	

The Highwayman

An epitaph is a short, rhymed poem that would be written on a tombstone.

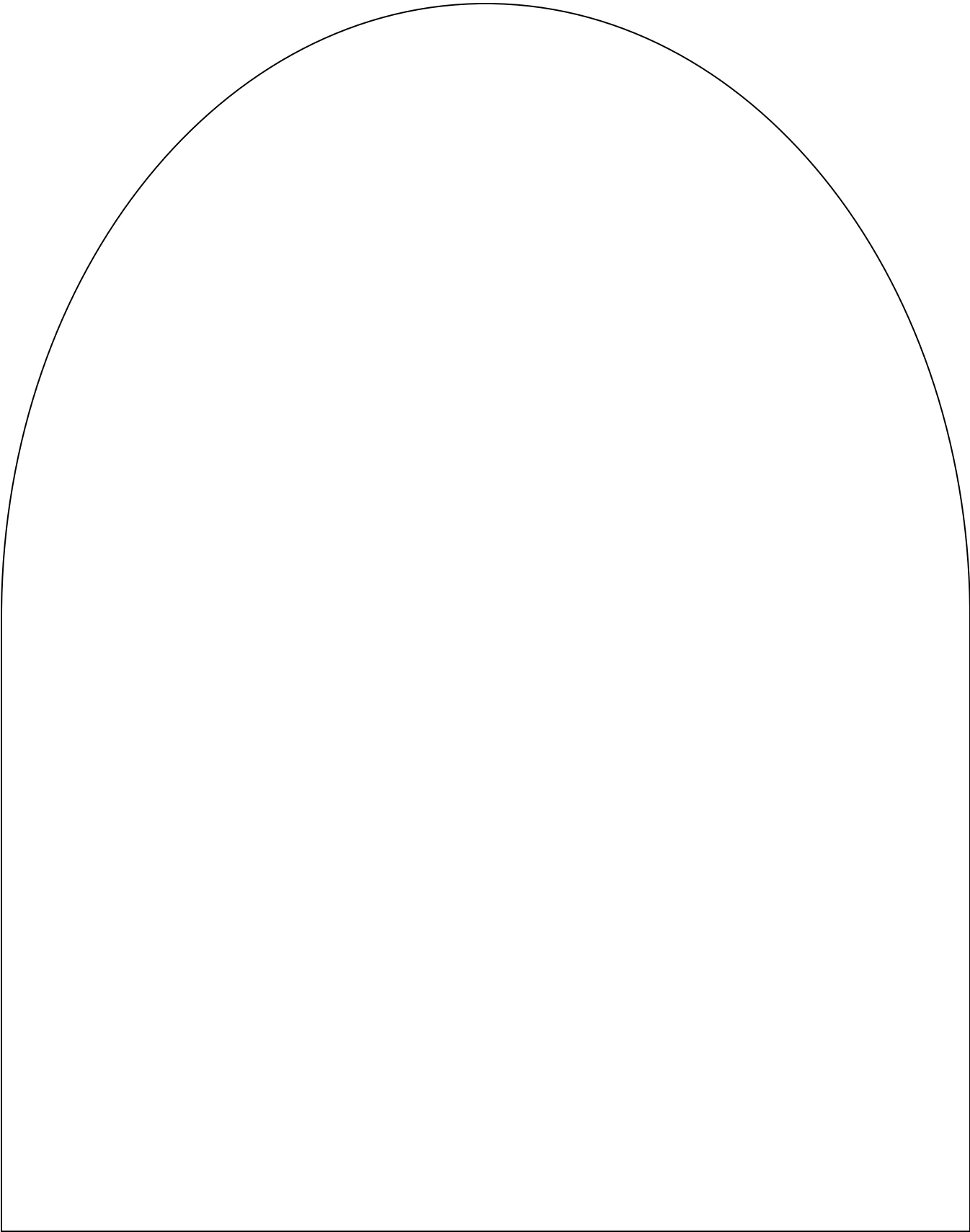
Write a poem.

- Use an *aabb* rhyme scheme.
- It should not be longer than four lines because it has to be short enough to fit on a tombstone.
- It can be as short as two lines.
- The length is not as important as what is written.

Choose to write one for Bess or one for The Highwayman. Read the following choices.

- Write the epitaph for The Highwayman from his point of view. Have him speak from the great beyond. If you do this, think about his outlook on life or his advice to those still living.
- Write the epitaph as a loved one who misses The Highwayman. Think about what he meant to surviving friends and family, and put those thoughts into a poem.
- Write the epitaph for Bess from her point of view. If you do this, think about her outlook on life or her advice to those still living.
- Write the epitaph as a loved one who misses Bess.
- If you would rather, you can write the epitaph about Bess or the Highway man from your point of view as the reader. What could you say about that character's life, actions, or sacrifice? Put your thoughts together in a poem.

Write a draft on the lines below. Try a couple of them, and choose the best one.



The Highwayman

Theme

Some words from the story that express the big ideas or topics from the poem....

Self-sacrifice, love, courage

Non-Examples of theme	Example of theme
<p><u>NON-Example</u>: Do not learn to ride a horse because something bad may happen to you. Why is this NOT an effective theme statement?</p> <p><u>NON-Example</u>: Don't underestimate stable workers. Why is this NOT an effective theme statement?</p> <p><u>Non-Example</u>: Bess and the Highwayman had a great relationship. Why is this NOT an effective theme statement?</p>	<p><u>Example</u>: Courage can be shown in many ways. Why is this an effective theme statement?</p>

Now, write another theme statement for this poem – one in your own words. Then, find lines from the poem to support your theme statement.

My theme statement for this story	A passage to support this statement

Tableau

A **tableau** is a living picture that captures a moment. You will create a group tableau. This means that you will create a frozen scene from this poem. You will stand in a line in front of the class and one by one “come to life”, say a line from the poem while showing emotion and/or actions that fit that line, and then freeze again. Then, the person beside you will “come to life”, say his/her line and then freeze again until the entire group is done.

Follow the directions below to prepare for your dramatic presentation:

1. Choose some dialogue, a moment, or situation from the story for your group to portray. Make sure you choose a significant passage or line. If you wish, each person in the group may choose his/her own line(s), which do not have to be in the same passage. For example, person one in the group may choose the lines, *He tapped with his whip on the shutters, but all was locked and barred. He whistled a tune to the window.* The second person in the group may choose the lines, *He stood upright in the stirrups; he scarce could reach her hand. But she loosened her hair in the casement! The sweet black waves came tumbling over. Then he kissed its waves in the moonlight and he tugged at his reins in the moonlight, and galloped away to the west.* While these lines are not on the same page, they are still related to the conflict.
2. Once each person in the group has chosen a line or two or three, decide how each person will “come to life” and portray this line. You will memorize the line and say it out loud, but as you do so, you should include facial expressions, and movements or gestures when possible. For example, for the line *he tugged at his reins in the moonlight, and galloped away to the west*, the speaker could tug on imaginary reins, and then pretend to gallop off on a horse.
3. Once everyone in the group has decided on a line, facial expressions, and motions to accompany that line, practice performing the tableau. Everyone in the group should stand frozen. Put your heads down so you are not tempted to smile or laugh. The first person in line will begin by lifting his/her head, saying and acting out his/her line. Once this line has been brought to life, that person will freeze right where he/she is, and the next person will “come to life.”
4. Now, before you perform your tableau for the class, you must first write something for your teacher. 😊 Write a paragraph explaining the significance of your chosen piece to act out. Why did you choose it? What is significant about it? Why is it memorable?

Tableau Rubric

Name: _____

Criteria	Possible Points	Points Earned
Participated effectively with group	20	
Voice was loud enough to be heard by the entire "audience".	20	
Facial expressions and/or gestures were incorporated.	20	
Written analysis was completed with few (if any) errors in conventions.	20	
Written analysis included a thorough explanation of the chosen line.	20	
TOTAL	100	

Answer Key

ARA = Accept Reasonable Responses

Historical Text: Crimes in Eighteenth Century England

Directions: After reading the article, answer the following questions. Be sure to use complete sentences where appropriate.

1. Host

Noun

1. a person who receives or entertains other people as guests.
"a dinner-party host"
2. an animal or plant on or in which a parasite or commensal organism lives

3. a large number of people or things

Verb

1. act as host at (an event) or for (a television or radio program)
2. store (a website or other data) on a server or other computer so that it can be accessed over the Internet

2. Spare

Adjective

1. additional to what is required for ordinary use

2. with no excess fat; thin

Noun

1. an item kept in case another item of the same type is lost, broken, or worn out
2. (in bowling) an act of knocking down all the pins with two consecutive rolls of the ball

Verb

2. give (something of which one has enough) to (someone); afford to give to
3. refrain from killing, injuring, or distressing

3. What is the author's purpose in writing this article on crime?

- a. to tell the reader an entertaining story about crime
- b. to inform the reader about crime in England during a specific time period
- c. to persuade the reader to research crime further
- d. to describe law enforcement in England's past

4. The term "charlies" is used in this article. What is a synonym for a "charlie"? a paid watchman

Explain in your own words what a "charlie" is. Be sure to explain the various duties of a

“charlie”. ARA – possible response: A “Charlie” was paid to watch the streets of towns in England. They performed many duties. According to the article, they not only watched for and arrested those suspected of committing crimes, they also did things such as help drunk people get home and announce the time aloud in the streets of their neighborhoods after dark.

5. What does the word obliged mean in the following sentence from the article?

Every town was obliged to have one or two constables, who were selected every year from local communities, and were unpaid volunteers.

- a. grateful
- b. indulged
- c. **forced**
- d. assisted

Vocabulary

1. Torrent (noun) from Latin torrent-boiling, roaring
My definition:

ARA

Dictionary definition:

a swift, violent stream – especially water

Sentence:

ARA

2. Galleon (noun) from Old French galion-little ship
My definition:

ARA

Dictionary definition:

a large sailing ship of the 15th and 16th centuries

Sentence:

ARA

3. Moor (noun) from Old English mor-morass, swamp

My definition:

ARA

Dictionary definition:

Open wasteland covered with heather and often marshy soil

Sentence:

ARA

4. Cobble (noun) from Middle English cob-lumps

My definition:

ARA

Dictionary definition:

a rounded stone formerly most used for paving streets

Sentence:

ARA

5. Plaiting (verb) from Latin plicare-fold

My definition:

ARA

Dictionary definition:

arranging of hair by weaving three sections together

Sentence:

ARA

6. Peaked (adjective) from Old English peak-become pointed

My definition:

ARA

Dictionary definition:

thin and drawn ; weak and pale usually from sickness

Sentence:

ARA

7. Harry (verb) from Old French harier-worry

My definition:

ARA

Dictionary definition:

to force to move along by harassing; to constantly attack

Sentence:

ARA

8. Casement (noun) from Latin cassa-hollow molding

My definition:

ARA

Dictionary definition:

a window sash (frame for glass) that opens on hinges at the side

Sentence:

ARA

Close Reading

Part 1

1. Illustrate each of the first three stanzas.

Should include:

**dark sky, trees, clouds in sky with a moon
a road with a man on horseback approaching an inn**

Should include:

**man on horseback with a lacey shirt, red coat, brown pants, high boots,
gun and sword at waist
night sky with stars**

Should include:

**a cobblestone path with a man on horseback at the inn – a window is in
sight
arm raised with a whip in his hand
girl with black hair and red lips**

2. In the fourth stanza, what is the speaker's attitude toward Tim? Based on the description of Tim, how do you as the reader feel about him? Support your answers with text.
ARA possible response: The attitude conveyed about Tim is one of a man who is sickly and sneaky. The poem says he's peaked and listening in the shadows.
3. In the last two stanzas of Part One, what does the Highwayman explain to Bess? What does he do just before he rides off?
He tells Bess that he will be going to steal gold. He plans to be back to her by morning unless he's pursued and chased by "police". If he's chased, he'll come to Bess at night. Just before riding off, he kisses Bess' hair.

Part 2

1. In the first stanza, what is meant by a tawny sunset? **A sky just before it's totally dark; brownish in color**

Use a dictionary to verify your answer. **A sky that's light brown to brownish orange**

Now, illustrate this stanza.

Should include:

a sky that's a tannish orange

a looping road

a troop of men on horseback all in red coats

the inn is in their sights at the road's end

2. What is the attitude of the soldiers in the second and third stanzas? **They are crude. Their attitudes are nasty and uncaring.**
3. What words does the poet use to convey this attitude? **The poem says they drink without getting permission and that they snigger and kiss Bess.**
4. What is the effect of the flashback Bess has in the third stanza? **The flashback lets the reader know that's she thinking of the highwayman and his promised return.**
5. What does Bess do in the fourth and fifth stanzas? **In the fourth and fifth stanzas, Bess is moving her hands even though they are tied up with the gun. She twists and turns them until she bleeds, but continues moving them until her finger is on the trigger.**
How does this action affect her? **It affects her physically as she is bleeding. The reader can infer that she is nervous as the poem says that the blood in her veins throbbed. She is not willing to try and save herself as she does not strive to free her hands when she gets a finger on the gun's trigger.**
6. What does Bess hear in the sixth stanza? **The Highwayman's horse** Do the soldiers hear it too? **yes**
How can you tell? **They begin to prepare their guns.**
7. In your own words, explain what happens in stanzas seven through nine. **Responses she included that the Highwayman approaches the inn, and when he is close enough, Bess warns him of the danger he's in by shooting herself. When he hears the gun go off, he turns around and escapes death/capture. The next day, he learns of Bess' suicide and rides back to the inn. This time, the soldiers kill him.**
8. Why are the last two stanzas italicized? What can you infer the author wants the reader to think about the Highwayman and Bess at the end of the poem? **They repeat the first and third stanzas from Part 1. The poet allows the reader to think that Bess and the Highwayman are ghosts and still in love.**

Post Reading

1. This poem is an example of _____.
 - a. a limerick
 - b. haiku
 - c. a sonnet
 - d. a narrative poem**
2. Describe the Highwayman using the text to support your description.

ARA

Possible: The Highwayman is dependable and loving. He tells Bess in part 1 that he'll return to her at the inn and he does that.

3. The reader can conclude that Bess is self-sacrificing. Which sentence from the poem best supports this conclusion?
**Then her finger moved in the moonlight--Her musket shattered the moonlight--
Shattered her breast in the moonlight and warned him--with her death.**
4. Determine the author's purpose in including the stanza where Tim listens to Bess and the Highwayman's conversation?

ARA

The author includes this to allow the reader to know that Bess is not the only person that hears the Highwayman's plans for his night and his ultimate return to the inn.

5. Tim the ostler is merely a stalker in the shadows. He obviously had a huge impact on the plot of this narrative poem. Explain this impact. Be sure to cite specific lines from the poem to support your answer.

ARA – responses should include that since Tim loved Bess, and he was eavesdropping, he must have told the authorities of the Highwayman's plans.

6. How does the author develop the point of view of Tim?
 - a. dialogue
 - b. flashbacks
 - c. description**
 - d. foreshadowing

7. Look back at the details of the setting. What effect does setting have on the plot?

ARA – responses should include information about the wind, the darkness, the clouds, the wind, the dark inn yard, etc. as well as explain how their choice(s) affect the plot (eavesdropping, shooting, etc).

8. Read back over the poem. Which detail from the poem do you feel creates the most suspense? Be sure to explain why.

ARA – Responses should include a suspenseful event and provide the required explanation.

Imagery & Figurative Language to Artwork

*Back, he spurred like a madman, shrieking a curse to the sky,
With the white road smoking behind him and his rapier brandished high!
Blood-red were his spurs in the golden noon, wine-red was his velvet coat
When they shot him down in the highway,
Down like a dog in the highway,
And he lay in his blood in the highway, with the bunch of lace at his throat.*

1. Underline the imagery in the above passage.
2. Circle the two similes in the passage.
Back, he spurred like a madman,
When they shot him down in the highway, down like a dog in the highway,
3. Draw a box around the strong verbs in the passage.
4. What is meant by "the white road smoking behind him"? It means that he's riding so fast that the dust on the road appears like smoke behind him.
5. All of the imagery and figurative language in this passage really puts a picture in our minds! Let's draw what we see in our mind's eye. On a separate sheet of paper, draw the scene described as the Highwayman rides to his Bess. Make sure you rely on the imagery to draw and color your picture just as Alfred Noyes describes it.

Literary Element Scavenger Hunt

Possible responses are provided.

Use the poem to find an example of each of the following.

Find a simile.

Figure of Speech:

hair like moldy hay

Dumb as a dong he listened.

Analysis:

ARA

Stanza number: part 1 stanza 4

Find an example of personification.

Figure of Speech:

Hours crawled by....

Analysis:

ARA

Stanza number: part 2 stanza 4

Find a flashback.

Where Bess is tied up with the gun and she remembers her earlier conversation with the Highwayman

Stanza number: part 2 stanza 3

Find an example of alliteration.

Over the cobbles he clattered and clashed

Stanza number: part 1 stanza 3

Find a passage that supports that the Highwayman is caring.

In the 9th stanza of part 2 - As soon as he hears of Bess' death he goes as quickly as possible back to the inn without thought of his own safety.

Stanza number: part 2 stanza 9

Find one example of imagery.

Any response that includes sections of the first four stanzas from part one is an appropriate response.

Stanza number: _____

Find four strong action verbs.

1. clattered (line number 13)
2. clashed (line number 13)
3. tugged (line number 36)
4. shouting (line number 84)

The Highwayman

Theme

Some words from the story that express the big ideas or topics from the poem....

Self-sacrifice, love, courage

Non-Examples of theme	Example of theme
<p>NON-Example: Do not learn to ride a horse because something bad may happen to you.</p> <p>Why is this NOT an effective theme statement?</p> <p>This is not a true statement, and is not the lesson about life that you can take away from this story.</p>	<p>Example: Courage can be shown in many ways.</p> <p>Why is this an effective theme statement?</p> <p>Because this story is about courage, and the lesson learned is that in the worst of situations, people can demonstrate courage, this is a good theme statement for this story.</p>

NON-Example: *Don't underestimate stable workers.*
Why is this NOT an effective theme statement?

Tim is ultimately powerful in this story, but this is not the main lesson taken from this story.

Non-Example: Bess and the Highwayman had a great relationship.
Why is this NOT an effective theme statement? This is a true statement, but not a theme statement. Characters' names should not be given in a theme statement, and again, this is not the life lesson taken from this story.

Now, write another theme statement for this story – one in your own words. Then, find one line from the story to support your theme statement.

My theme statement for this story	A passage to support this statement
<p>Sample: No sacrifice you make is too great for a loved one.</p>	<p><i>Her eyes grew wide for a moment, she drew one last deep breath, Then her finger moved in the moonlight-- Her musket shattered the moonlight-- Shattered her breast in the moonlight and warned him--with her death.</i></p> <p><i>He turned, he spurred to the West; he did not know who stood Bowed, with her head o'er the casement, drenched in her own red blood!</i></p>

We have tons of resources for ELA teachers including [novel units](#), [short story lessons](#), [writing activities](#), and [Common-Core bell ringer activities](#). You can print free samples from all of these online teaching materials!

Happy Teaching! 😊

ELA Core Plans

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