

## Table of Contents

Title of Activity	Page(s)	Common Core Standards
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
Vocabulary	8-10	Students are required to determine the meaning of vocabulary terms using the provided word etymology. They also consult a dictionary to determine the precise meaning and use the term in a sentence. CCSS7L4
<i>The Highwayman</i> poem	11-13	Students will read the poem. CCSS7I0
Close Reading of the Poem	14-17	With this activity, students are required to complete a close reading of the poem. This handout asks questions to guide students in understanding what they are reading. CCSS7RL1,3
Post Reading	18-19	Eight questions are provided. These questions ask about the type of poem, require students to support inferences made, and to analyze how the author develops characters. CCSS7RL1,6
Imagery & Language to Artwork	20	This handout helps students analyze how the author creates imagery. With this activity, students will analyze a passage; then, using the directions provided on the handout, they will explain how imagery has been created by the author. CCSS7RL1

Mottos	21	With this handout, students will develop a motto that Bess and the Highwayman may have lived by. Students will create the mottos based on the plot of the poem and how the plot affects these characters. CCSS7RL6
Literary Element Scavenger Hunt	22-23	This handout requires students to look back in the poem to determine and analyze the literary elements of figurative language, flashbacks, alliteration, character development, imagery, and word choice CCSS7RL1,3, 4
Writing Activities	21-33	These handouts require write more stanzas of the poem from Bess' father's point of view, write eulogies and obituaries, write a letter from Tim to Bess' father explaining his actions and motives, write an "I Am" poem, and write a news article about the deaths in the poem. CCSSW Anchor Standard 9, CCSSW7 3
Theme	34	This handout on theme can be used to teach what theme is and how a theme statement can be developed. Non-examples and examples are provided to help students understand. At the end of this lesson, students will develop their own theme statements and find a passage to support their statements. CCSS7RL2
Tableau	32-36	This activity requires students to work in groups to develop a creative tableau and then perform it for the class. A rubric is provided. CCSSW Anchor Standard 4
Answer keys	37-47	Answer keys are provided for handout.

# 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:

For more vocabulary pages and all of the Common Core based activities listed in the table of contents, download the [complete teaching unit for \*The Highwayman\*](#) now!