

# The Highwayman Dramatic Presentation (2.1)

## Look Back English 9.5



### Outcomes:

- develop and extend understanding by expressing and responding to ideas on the same topic, in a variety of forms of oral, print and other media texts
- apply and explain effective procedures for identifying and comprehending words in context; use reference materials, including a writer's handbook, to verify correct usage, address uncertainties and solve problems that arise
- consider historical context when developing own points of view or interpretations
- create or use oral, print and other media texts in ways that are respectful of people, opinions, communities and cultures

This is an analysis and presentation exercise focused on the poem "The Highwayman" on page 184 in the Sightlines textbook. As a class we will complete a dramatic reading of this poem in order to highlight the important elements of the story structure and meaning. This assignment has two parts.

### Part 1: Initial Analysis

Each student has been assigned a stanza of the poem for analysis. Please read through your stanza carefully and describe; what the key literary elements of your stanza are (metaphors, alliteration, hyperbole, etc.), how it fits into the overall story structure, and what you plan to emphasize with your reading. Please prepare a paragraph outlining these ideas in clear, edited format to submit.

### Part 2: Reading

Once the initial analysis is done, practice reading your stanza with the emphasis you feel is important to it. Over-emphasize the reading to make sure the audience 'gets it.' Once you have rehearsed your poem thoroughly, you may record it as part of the class reading.

### Marking Guide

	Excellent	Proficient	Satisfactory	Limited	Poor
Expression of Ideas	<ul style="list-style-type: none"> <li>•Analysis of stanza is clear and thorough.</li> <li>•Student has expressed an exemplary perspective on the stanza.</li> </ul>	<ul style="list-style-type: none"> <li>•Analysis of stanza is straightforward and complete.</li> <li>•Student has expressed an effective perspective on the stanza.</li> </ul>	<ul style="list-style-type: none"> <li>•Analysis of stanza is general and mainly complete.</li> <li>•Student has expressed a perspective on the stanza.</li> </ul>	<ul style="list-style-type: none"> <li>•Analysis of stanza is superficial and incomplete.</li> <li>•Student has not expressed a full perspective on the stanza.</li> </ul>	<ul style="list-style-type: none"> <li>•Expression of ideas does not meet the criteria for this assignment, please see the teacher</li> </ul>
Understanding of Stanza	<ul style="list-style-type: none"> <li>•Reading and written work show thoughtful understanding of the characteristics of this stanza.</li> <li>•Stanza is 'placed' in the poem with careful attention to the overall message.</li> </ul>	<ul style="list-style-type: none"> <li>•Reading and written work show understanding of the characteristics of this stanza.</li> <li>•Stanza is 'placed' in the poem with attention to the overall message.</li> </ul>	<ul style="list-style-type: none"> <li>•Reading and written work show some understanding of the characteristics of this stanza.</li> <li>•Stanza is 'placed' in the poem with general attention to the overall message.</li> </ul>	<ul style="list-style-type: none"> <li>•Reading and written work show little understanding of the characteristics of this stanza.</li> <li>•Stanza is not 'placed' in the poem with attention to the overall message.</li> </ul>	<ul style="list-style-type: none"> <li>•Understanding of the stanza does not meet the criteria for this assignment, please see the teacher</li> </ul>
Appropriate Presentation	<ul style="list-style-type: none"> <li>•Presentation of stanza is highly respectful of the assignment context and class work.</li> </ul>	<ul style="list-style-type: none"> <li>•Presentation of stanza is respectful of the assignment context and class work.</li> </ul>	<ul style="list-style-type: none"> <li>•Presentation of stanza is somewhat respectful of the assignment context and class work.</li> </ul>	<ul style="list-style-type: none"> <li>•Presentation of stanza is not generally respectful of the assignment context and class work.</li> </ul>	<ul style="list-style-type: none"> <li>•Presentation is not appropriate, please see the teacher</li> </ul>