

Title: Mindful Listening/Speaking

Jennifer Uhlman	English Language Arts 2 - Part 2 of 2 part poetry lesson. (Students may need 2 classes to complete this lesson)
Lesson Goals:	Using Alfred Noyes "Highwayman", students will learn to use mindful active listening to see how rhythm, word choice, other sound elements elicit certain emotion. In this case, to create a spooky, chilling mood.
Outcomes Targeted:	ELA 1.2- ask questions that probe for accuracy, relevancy, and validity 3.1 demonstrate active speaking and listening skills 7.2 identify various features and elements writers use when writing for specific readers purposes.
I Can Statement:	I can use active mindful listening skills to determine mood and tone in poetry and to help understand the importance of evoking emotion in written form.
Key Vocabulary and Skills:	A Vocabulary sheet will be supplied and gone over
Material Needed:	Vocabulary sheet, paper copy of poem and questions, iPads

Lesson:

I. Introduction (Teacher organized)

- 1) **Warm up**- Ask students to share their 5 lines poems that they were asked to create after last class. While one student is sharing, the audience has to try to guess the appropriate word that they are describing from the list that was provided....revving up their active listening for the class.

Allotted time: 10 minutes

- 2) Give a brief description of Alfred Noyes life:

Here are ten facts about Alfred Noyes, the poet who wrote *The Highwayman*.

- Alfred Noyes was born in Wolverhampton on 16th September 1880.
- His father was a teacher and Alfred moved with his family to the Welsh coast when his father got a job in Aberystwyth. Alfred was inspired by the landscape of Wales.
- He attended Exeter College, Oxford in 1898. He didn't do very well with his studies, but he was an excellent rower.
- His first volume of published poetry was called *The Loom of Years*. It came out in 1902.
- *The Highwayman*, Alfred Noyes' most well-known and best-loved poem, was published in a volume called *Forty Singing Seamen and Other Poems*.

- Noyes moved to the United States and became Professor of Modern English Literature at Princeton University.
- During World War 1 he was attached to the Foreign Office and worked on creating propaganda.
- He produced lots of other epic works of poetry, including: *The Torch-Bearers*, *Beyond the Desert* and *Drake*.
- Noyes became a Roman Catholic in 1927 and completed a book of theological essays called *The Unknown God*.
- Alfred Noyes died on 25th June 1958. He is buried on the Isle of Wight where he lived with his wife and children.

Extra Alfred Noyes Facts

- During World War 2, Alfred Noyes lived in Canada and the United States.
- He wrote an autobiography called *Two Worlds for Memory*, focusing on his life spent on both sides of the Atlantic Ocean.
- Noyes started to lose his eyesight towards the end of his life, and his later works were all dictated.

Alfred Noyes and The Highwayman

- The poem was written by Alfred Noyes when he was 24 years old. He wrote it when he was staying in a cottage in Bagshot Heath in West Sussex.
- It took him about two days to complete it.
- *The Highwayman* is a narrative poem – it tells a story.
- The poem has been set to music on several occasions, and it has been turned into a novel by Deborah Ballou. The children's book, *The Highway Rat* by Julia Donaldson is also thought to be partly inspired by the poem, as are the children's books by Nicola Morgan.

- 3) Go over the vocabulary on the vocabulary sheet
The following link provides worksheets and poem

<http://msuhlman.weebly.com/uploads/2/4/8/2/24828726/the-highwayman.pdf>

Allotted time- 20 minutes

II. Guided Learning (Teacher/student collaboration)

- 4) Use the following link to read through the poem. Listen through fully one time, use the second time to pause and break down each stanza.

<https://www.youtube.com/watch?v=99UH0JB7m5A>

Time Allotted: 30-40 minutes

III. Collaborative Learning (Student focused activity)

5) Students are to complete the analysis worksheets that accompany the poem either independently or with a partner.

Time Allotted: 30-40 minutes

IV. Grand Finale- Students are required to do the following (as per the question sheet) If you were an illustrator, and could paint only one picture to represent this entire poem, what would your painting depict and why?

Students are to complete this at home for next class. They can draw, paint, find images of the internet, or simply write a descriptive paragraph. They should be prepared to present their work for next class.

Assessment and Evaluation: Question sheets will be graded based on their analysis of the poem

Adaptations and IPPs: Noted students are able to work in a different space if required (resource room)