

## LESSON 2 DRAMA LESSON

### II: TO EXPLORE IDEAS FOR A PERSUASIVE LETTER THROUGH DRAMA.

#### National Curriculum Links

##### Reading

Pupils should be taught to:

- participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say

##### Spoken Language

- articulate and justify answers, arguments and opinions
- participate in discussions, presentations, performances, roleplay/improvisations and debates

## STARTER: OBJECT COUNTDOWN

*Make sure that you are in a room with enough space for the children to spread out and work in groups e.g. a hall.*

Split the children into groups of 5. When each group has found a space, call out the name of an object. Each group then needs to use their whole bodies to make the shape of the object.

The children should make sure that there are different levels in their group (high, middle or low) and that they are joined to at least one other person.

Count down from 10 to 0 and say 'Freeze!' after 10 seconds so the children know their time is up.

Suggested Objects: a car, a clock, a volcano, a computer

Then move onto using objects found in Romeo and Juliet: a sword, a bottle of poison, a tomb

## MAIN TEACHING:

### Part 1: Freeze Frames

Explain to the children that today's lesson is an opportunity for them to explore and create visual representations of the ideas they will be including in their writing this week. They are going to be writing a letter in role as Prince Escalus at the end of the play, in which he tries to persuade Lord Capulet and Lord Montague to end their feud for good.

First ask the class to think back to the work they did yesterday (reading extracts from the text to explore the effect this feud has had on Verona and its citizens.) Ask them to put themselves in the shoes of the Prince. What might he say to Lord Capulet and Lord Montague to persuade them to end their feud? What could he give as examples to help persuade them to end it?

Draw out the following ideas from the children, using the ideas from yesterday's lesson:

- 1) The whole city suffers because of the violence caused by the feud**
- 2) People outside the family have been killed (Mercutio and Paris)**
- 3) Romeo and Juliet, their own children, have both lost their lives**

Children will now be working in the same groups as they did for the '10 Second Objects' game. Explain that they are going to create freeze frames to represent each of the ideas the class have come up with. Just like in the game, they need to make sure:

- They have a range of different levels in their freeze frame
- They are connected in some way to at least one other person in their group
- They use facial expressions and strong body language to convey meaning
- No movement – this is a snap-shot in time

You may like to model one example by picking a few children to help you create a freeze frame to show a violent scene.

Give the class a few minutes to work on their first freeze frame and then ask them all to show it. This will give you the opportunity to check for understanding and ask the most successful groups to share before moving onto the next idea.

Once the children have had enough time to create their 3 different freeze frames, ask each group to choose one freeze frame to perform and then bring the class back together.

Each group will show one of their freeze frames to the class. Ask the rest of the class to work out which idea it is representing.

## Part 2: Adding Dialogue

Each group are now going to add dialogue from the play to a freeze frame. When they have picked their best freeze frame, give out one of the following extracts, depending on the freeze frame they have picked:

**Freeze Frame 1**  
**Three civil brawls...**  
**Have thrice disturbed the quiet of our streets**

**Freeze Frame 2**  
**All are punished.**

Freeze Frame 3

**See what a scourge is laid upon your hate,  
That heaven...kills your joys with love!**

It is up to each group how they choose to add their dialogue. They might like to split up the text or say it altogether. Once they have been given time to practise and know the dialogue off by heart, they should perform their freeze frame to the rest of the class.