

LESSON 3

U: TO DEVELOP IDEAS FOR AN INNER MONOLOGUE.

National Curriculum Links

Writing

Pupils should be taught to plan their writing:

- by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

Spoken Language

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, roleplay/

STARTER:

Play the fight in the first scene of Act 3.

Pause just before the end (at the point where Tybalt has just stabbed Mercutio).

Tell the children to look carefully at Romeo's face. How would he be feeling and why?
Record their ideas on a flipchart.

MAIN TEACHING:

Ask the children the following questions:

- How did Romeo feel about Tybalt when he arrived on the scene?
- How do you think Romeo will be feeling now that Tybalt has killed Mercutio?
- What do you think Romeo will do next?

Draw out from the children that Romeo would be feeling confused. He has said in this scene that he loves Tybalt, but now Tybalt has killed his best friend. Romeo has to decide whether to kill Tybalt to avenge Mercutio's death, or not.

Explain that the children are going to write an **inner monologue** in role as Romeo at this point in the play, sharing his inner thoughts and feelings about his current situation.

DRAMA: CONSCIENCE ALLEY

Split class into 2 groups:

- One group wants to take revenge on Tybalt and kill him
- One group does not want to kill Tybalt

Working independently, each child thinks of a reason why Romeo should or shouldn't commit the murder (depending on what side they are on). Encourage them to use **powerful and emotive language** to make their ideas more persuasive. They should record their idea on a white board to help them remember it. Model this to give the children an example for either side:

e.g.

You must kill the villainous Tybalt before he kills you! (for)

What about your beloved Juliet? Will she still love you if you kill Tybalt? (against)

Do not delay! Mercutio was your best friend! (for)

Tybalt is now part of your family. You must choose love not hate. (against)

Then ask the children to create a 'conscience alley' i.e. two lines facing each other. In role as Romeo, the teacher walks down the alley listening to the children saying their different ideas. Encourage children to experiment with volume and repeating key words.

Allow other children to walk down the alley in role as Romeo. At the end of the conscience alley, ask them which side they felt was most persuasive.

During the conscience alley activity, ask an additional adult to record (on a flip chart) the most powerful language and compelling arguments on both sides. This will support children's writing following the drama session.

Back in the classroom, give the children ten minutes to note down some ideas to include in their inner monologues. They should use ideas from the drama activity to record reasons to kill Tybalt/reasons not to kill Tybalt.

They could use the template below to help them organise their ideas:

Should Romeo kill Tybalt?	
Reasons For	Reasons Against