

WEEK 3: INTERNAL MONOLOGUE

CONTEXT: ACT 3

At the start of Act 3, we see Benvolio and Mercutio walking through a very hot Verona. Benvolio is worried that there will be trouble if they meet any Capulets:

Benvolio: **I pray thee, good Mercutio, let's retire.
The day is hot; the Capulets, abroad;
And if we meet we shall not 'scape a brawl.**

Mercutio does not agree with his friend and refuses to retire indoors.

However, it is not long that Tybalt arrives with a few Capulets. He is very angry after seeing Romeo at the Capulet's ball. Mercutio tries to provoke Tybalt, despite Benvolio's attempts to keep the peace.

Tybalt: **Mercutio, thou consort'st with Romeo.**

Mercutio: **Consort? What, dost thou make us minstrels? An
thou make minstrels of us, look to hear nothing
but discords. Here's my fiddlestick. Here's that
shall make you dance.**

Romeo soon arrives and Tybalt now focuses his attention on him. He tries to start a fight by insulting Romeo but Romeo does not want to fight. Instead he says that he loves Tybalt.

Romeo: **I do protest I never injured thee,
But love thee better than thou canst devise,
Till thou shalt know the reason of my love.**

However, Mercutio wants to avenge the insult and draws his sword in order to fight Tybalt. Romeo desperately tries to keep the peace by coming between the two fighters but it is not enough. Tybalt stabs Mercutio, running away as Mercutio falls to the ground and dies.

Mercutio: **I am hurt. A plague o' both your
houses.**

Romeo is furious and says he should have fought Tybalt instead of Mercutio. When Tybalt comes back, he and Romeo fight, and Romeo kills Tybalt. Benvolio encourages Romeo to run away to save his own life.

Benvolio: **Romeo, away, be gone!
The citizens are up, and Tybalt slain.
Stand not amazed. The Prince will doom thee death**

If thou art taken. Hence, be gone, away!

Prince Escalus arrives on the scene. When he finds out what has happened, he says that Romeo must be exiled from Verona and declares that if he is found in the city, he will be killed.

In Scene 2, we find Juliet awaiting news of her beloved Romeo from the Nurse. She is told that Romeo has killed her cousin, Tybalt. She is shocked by the news and distraught that Romeo has been exiled; poor Juliet is desperate to see her new husband. However, the Nurse says that she knows where Romeo is and will get him to come to Juliet for their **'last farewell'**.

In Scene 3, a grieving Romeo is with Friar Laurence. He is devastated that he has been banished and can no longer live with Juliet, his beloved.

Romeo: **Ha, banishment! Be merciful, say "death,"
For exile hath more terror in his look,
Much more than death. Do not say "banishment."**

The Nurse soon arrives and tells Romeo that Juliet still loves him. A plan is made that Romeo will go and say goodbye to Juliet and then leave for Mantua in the morning.

Friar Laurence: **Where thou shalt live, till we can find a time
To blaze your marriage, reconcile your friends,
Beg pardon of the Prince, and call thee back
With twenty hundred thousand times more joy
Than thou went'st forth in lamentation.**

So, Romeo and Juliet are reunited and have hope that this is not the end of their relationship.

However, as soon as Romeo has left, Lady Capulet arrives and tells Juliet that she is to be married to Paris on Thursday. Juliet is disgusted and says that she will not marry Paris. When the Nurse encourages her to marry Paris, she pretends to agree but instead goes to Friar Laurence's cell for help. If he cannot help her, she says that she will kill herself.

Juliet: **I'll to the friar to know his remedy.
If all else fail, myself have power to die.**

LESSON 1 DRAMA ACTIVITY

U: TO RECREATE THE FIGHT SCENE IN ACT 3 OF ROMEO AND JULIET.

N.B.

If you are thinking that creating a fight scene with your class could quickly descend into chaos, do not despair! It will be a controlled fight scene created using static moves i.e. freeze frames.

National Curriculum Links

Reading

Pupils should be maintain positive attitudes to reading and an understanding of what they read by:

- listening to and reading and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume and action.

Spoken Language

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

STARTER: HIGH, MIDDLE, LOW

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 3. Explain to them that they are going to play a game called 'High, middle, low'. The rules of the game are as follows:

- Children are given 10 seconds to create a freeze frame to show a scenario given by the teacher
- One child must be in a **high** pose, one must be in a **middle** pose and one must be in a **low** pose
- The children are NOT allowed to talk and must create the different poses by looking at what the other children in their group are doing

Scenarios for the game (you may also like to come up with your own):

- An argument between 2 people with 1 bystander watching with interest

- 2 people sharing a secret with 1 person trying to eavesdrop
- 3 people laughing at a hilarious joke
- 2 people trying to help up someone who has fallen over

After each scenario, highlight good examples where children have managed to get into powerful freeze frames with each child at a different level (high, middle and low).

MAIN TEACHING:

Activity 1: Developing Freeze Frames

Children stay in the groups they have been working with in the starter activity. Within each group, assign each child one of the following roles:

- Romeo
- Mercutio
- Tybalt

Explain that they are going to create 5 freeze frames to act out the fight that happens in Act 3 between these men. Just like in the starter, they should try to show different **levels** (high, middle and low) to make their freeze frames more interesting.

They also need to think about how they can use their **facial expressions** to show how their character is feeling in each part of the scene.

The children will create the following 5 freeze frames to create the fight:

Freeze Frame 1

Tybalt sees Romeo and wants to fight him. Mercutio watches with interest.

Freeze Frame 2

Mercutio challenges Tybalt to a fight. Romeo tries to stop the fight.

Freeze Frame 3

Mercutio and Tybalt fight while Romeo tries to come between them.

Freeze Frame 4

Tybalt stabs Mercutio under Romeo's arm.

Freeze Frame 5

Tybalt flees and Romeo realises Mercutio is seriously hurt.

Give children a few minutes to create each freeze frame. Encourage them to use different levels, powerful body language and facial expressions. Once the children have had time to create each freeze frame, give them time to practise each one until they can confidently move between each one without talking.

The children then perform their fight scene in groups to music (e.g. https://www.youtube.com/watch?v=7ojCQc2b_WI). Clap your hands or bang a drum when a freeze frame should change to the next one.

Repeat this activity a few times until the children are performing confidently. Split the class in half so they can watch the other groups perform.

Activity 2: Adding Dialogue

Explain to the children that they are now going to add dialogue from the play to bring their freeze frames to life.

Feed the children lines for each scene, modelling using expression to show how each character is feeling (Tybalt: angry, Mercutio: angry, Romeo: desperate).

Freeze Frame 1

(Tybalt sees Romeo and wants to fight him. Mercutio watches with interest.)

Tybalt: Romeo thou art a villain!

Romeo: Villain am I none.

Freeze Frame 2

(Mercutio challenges Tybalt to a fight. Romeo tries to stop the fight.)

Mercutio *(drawing his sword)*: Tybalt, you ratcatcher, will you walk?

Tybalt: I am for you.

Romeo: Gentle Mercutio, put thy rapier up.

Freeze Frame 3

(Mercutio and Tybalt fight while Romeo tries to come between them.)

Romeo: Gentleman, for shame!

Freeze Frame 4

(Tybalt stabs Mercutio under Romeo's arm.)

Romeo: Hold, Tybalt! Good Mercutio!

Freeze Frame 5

(Tybalt flees and Romeo realises Mercutio is seriously hurt.)

Mercutio: I am hurt. A plague o'both your houses!

Romeo: Courage, man. The hurt cannot be much.

PLENARY:

Children show their favourite freeze frame from the lesson to show the rest of the class. Other children from the class share what they like about each freeze frame and why.

