

Teaching Pack

Drama – Shakespeare versus modern drama

Cambridge O Level Literature in English 2010



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Introduction

This *Teaching Pack* focuses on supporting learners to understand how to appreciate the differences between Shakespearean and modern drama and how these influence audience's reactions and interpretations. The two passages that the lesson focuses on are:

- *Romeo and Juliet* Act 3, Scene 1
- *The Crucible* Act 3

A summary of these texts can be found in the **Teacher notes**.

The lesson presented here is designed for learners that have experience of reading and exploring drama texts (i.e. explaining and analysing language and structure devices in relation to an exam question/focus).

Learners will have knowledge and experience of Shakespearean language and an understanding of what is meant by stagecraft.

Prior to this lesson, learners will have read both passages as homework or in the plenary of the previous lesson. Learners should have an understanding of the context of the two passages within the whole play.

In this *Teaching Pack* we have suggested resources you may like to use as well as some worksheets and teacher notes to print off and use in the classroom with your learners.

Lesson plan – Shakespeare versus modern drama






Resources

- *Romeo and Juliet* passage (see **Teacher notes**)
- *The Crucible* passage (see **Teacher notes**)
- **Worksheet 1:** De Bono's hats – *Romeo and Juliet* (Act 3, Scene 1)
- **Worksheet 2:** De Bono's hats – *The Crucible* (Act 3)
- **Worksheet 3:** 'If I was in the audience ...'
- **Teacher notes**

Learning objectives

By the end of the lesson:

- **all** learners should be able to: Investigate the differences between both passages and make statements about the impact they have on the audience
- **most** learners should be able to: Explain the differences between both passages, and the impact they have on the audience, by discussing evidence of the writer's use of language and stagecraft
- **some** learners will be able to: Explore reasons why both texts are still appreciated and enjoyed by modern audiences.

Timings	Activity
	<p>Starter/Introduction</p> <p>Task: Learners think about how old films are different from new films. In groups of six, learners take notes on differences under these categories:</p> <ul style="list-style-type: none"> • Types of special effects used. • Type/quality of script/storyline. • Quality of acting. • Events that take place / speed or pace of events. • Other things. <p>Extension activity:</p> <ul style="list-style-type: none"> • Why are old films different from new ones? • What has changed? • Does it mean that we can't enjoy old films now? <p>Mini-plenary: Ask groups what they discussed (keep things relevant and focused on the lesson objectives), then quickly focus on responses to the Extension activity. If no groups managed to get to this task, then ask questions to all learners at this time and elicit their thoughts about it.</p>
	<p>Main lesson</p> <p>Task: Learners remain in their groups of six.</p> <p>De Bono's hats activity:</p> <ul style="list-style-type: none"> • 2–3 groups look at the Shakespeare passage (from Act 3, Scene 1) • 2–3 groups look at the Miller passage (from Act 3). <p>Each group should use the relevant 'De Bono's hats' activity sheet (Worksheet 1 and Worksheet 2) to help think about the texts in relation to the lesson objective. (www.artsfwd.org/activity-six-hats/)</p> <p>Learners take notes on all parts of the discussion to refer to during the plenary, and to complete the homework task.</p> <p>Extension activity:</p> <ul style="list-style-type: none"> • How would the Shakespeare text be different if it were written in the present time for a modern-day audience? OR • How would the Miller text be different if it were written in the 1600s for an audience of that time? <p>Encourage learners to think in terms of content, style of language, content of dialogue/language and use of stagecraft.</p>
	<p>Plenary</p> <p>Task: Learners pair up with a partner from a group that was looking at a different passage (and who is of a different colour hat than they were).</p> <p>Learners use 'If I was in the audience ...' (Worksheet 3) to write up their ideas about how the texts differ in terms of their impact on the audience.</p> <p>Homework: Learners each write up their ideas in two paragraphs using the notes they have taken on their 'If I was in the audience ...' sheet to help them.</p>

Teacher notes



Appreciate the differences between Shakespearean and modern drama and how these influence the audience's reactions and interpretations (Drama).

Key words

Stagecraft – The way in which the playwright has used props, lighting, sound and character description in his/her stage directions.

Interpretations – How the audience understand the events and themes of the play given the events and influences occurring in their society at that time in history.

Reactions – Feelings and emotions towards the events, atmosphere and characters in the play.

Please note: This lesson would also provide good practice for the unseen component (Paper 4) as it allows learners to consider a text which they may be unfamiliar with, and helps them break down how the writer's use of language and structure creates a range of different effects upon the audience.

Romeo and Juliet passage

Taken from Act 3, Scene 1:

'Benvolio: "O Romeo, Romeo, brave Mercutio's dead!" ... 'Exit Romeo'

Summary

Romeo has just been secretly married to Juliet by Friar Lawrence. Only Juliet's nurse (maid) knows about this. Romeo arrives to his friends full of joy, but sees Tybalt fighting with Mercutio. He tries to intervene but as he does so Tybalt's sword kills Mercutio under Romeo's arm (which is holding Mercutio back). Tybalt leaves but returns.

When he returns, Tybalt and Romeo fight. Romeo slays Tybalt and his cousin Benvolio urges him to run away so that he cannot be found guilty and can be with Juliet.

Even though Romeo runs, the Prince of Verona banishes him, and this episode is the catalyst for Romeo and Juliet's deaths.



Teacher notes, continued

The Crucible passage

Taken from Act 3:

‘Mary utters something unintelligible, staring at Abigail who keeps watching the “bird” above’ ... ‘He is stopped in his tracks.’

Summary

The girls, led by Abigail, began the play in the woods. They were up to some naughty things, but nothing evil; they were just badly-behaved teenagers. They were especially badly behaved as they live in a very strict Christian community. Their behaviour is found out and things escalate. The girls were discovered naked, and to protect themselves from trouble, they lie. They lie so much, they blame the Caribbean lady who looks after one of them and say that she is a witch who led them astray.

Things escalate even more, to the point that people in the village accuse the people they dislike (and whose land they want) of witchcraft. The accused are given an unfair trial, imprisoned and killed.

In this passage, Abigail is enjoying her full power and influence. She has so much power over the girls that she leads them in pretending to believe they see imaginary spirits around the courtroom as they talk to the chief investigator (who is a strict priest). He has been brought to the village to root out the witchcraft. He believes the girls and wants to defeat the Devil to be a hero.

John Proctor (a married man with whom the teenage Abigail had an affair before the play began) bursts in and tries to take Mary Warren away. Mary is in fear of Abigail and helped her frame Proctor’s wife of witchcraft. She is frightened here too and sides with Abigail, accusing Proctor of devil worship.

De Bono’s hats

This activity improves group discussion and decision making.

Step 1: With the group, the manager identifies a topic for discussion.

Step 2: The manager gives a worksheet with descriptions of the Six Hats to each group member.

Step 3: The group decide an order to use the hats. (Suggested order: Blue, white, red, green then purple and/or yellow)

Step 4: The groups or teacher should decide a time limit for each hat. From 2 to 10 minutes per hat.

Step 5: The manager leads the group through each hat, reminding the group of the focus and keeping time. The manager may need to remind the group to keep their focus on the topic of each hat.

Ensure the learners understand that they must focus on how the writer’s use of language and stagecraft impacts on the audience’s feelings and understandings.

Lesson resources



Worksheet 1: De Bono's hats – *Romeo and Juliet* (Act 3, Scene 1)

Worksheet 2: De Bono's hats – *The Crucible* (Act 3)

Worksheet 3: 'If I was in the audience ...'

Worksheet 1: De Bono's hats – *Romeo and Juliet* (Act 3, Scene 1)

Hat and focus	Group questions to discuss	Group's findings and thoughts
Blue – Manager of the thinking process / group	<ul style="list-style-type: none"> Who should talk first? Who should talk next? How are we doing for time? Will everyone have the chance to speak? Has everyone written down the group's findings for each hat? What are our conclusions about how the passage affects the audience? 	<p>Two conclusions about how this passage makes the audience feel:</p> <p>Two conclusions about how the audience interprets Romeo's actions:</p>
Red – Emotions and feelings	<ul style="list-style-type: none"> How do we feel about the detail of the stage directions in this passage? How do we feel about the style of English used in this passage? How do we feel about the use and number of language devices used in this passage? How do we feel about how quickly Romeo kills Tybalt? 	
White – Facts	<ul style="list-style-type: none"> What happens in the passage? What are the dramatic/standout moments of the passage? How is the passage written? What props and stagecraft are used and mentioned in the performance? What is the atmosphere of the passage? 	

Worksheet 1: De Bono's hats – *Romeo and Juliet* (Act 3, Scene 1), continued

Hat and focus	Group questions to discuss	Group's findings and thoughts
Green – Ideas	<ul style="list-style-type: none"> • What are our thoughts about Tybalt entering onstage when Romeo is at his most furious? • What are our thoughts about how a modern-day audience would understand Romeo killing Tybalt in revenge for him killing his friend? • What are our thoughts about how a modern-day audience would feel about Benvolio telling Romeo to run away after he has killed Tybalt? 	
Purple – Problems	<ul style="list-style-type: none"> • What would a modern audience find difficult to understand about this text? • What could be improved about this passage to help a modern-day audience understand it better? 	
Yellow – Benefits and positives	<ul style="list-style-type: none"> • What three techniques has the writer used that work well in the passage? Consider the stage directions and the use of language. 	

Worksheet 2: De Bono's hats – *The Crucible* (Act 3)

Hat and focus	Group questions to discuss	Group's findings and thoughts
Blue – Manager of the thinking process / group	<ul style="list-style-type: none"> Who should talk first? Who should talk next? How are we doing for time? Will everyone have the chance to speak? Has everyone written down the group's findings for each hat? What are our conclusions about how the passage affects the audience? 	<p>Two conclusions about how this passage makes the audience feel:</p> <p>Two conclusions about how the audience interprets Abigail's actions and words:</p>
Red – Emotion and feelings	<ul style="list-style-type: none"> How do we feel about the detail of the stage directions in this passage? How do we feel about the style of English used in this passage? How do we feel about the use and number of language devices used in this passage? How do we feel about the behaviour of the girls, and what they do to Proctor? 	
White – Facts	<ul style="list-style-type: none"> What happens in the passage? What are the dramatic/standout moments of the passage? How is the passage written? What props and stagecraft are used and mentioned in the performance? What is the atmosphere of the passage? 	

Worksheet 2: De Bono's hats – *The Crucible* (Act 3), continued

Hat and focus	Group questions to discuss	Group's findings and thoughts
Green – Ideas	<ul style="list-style-type: none"> • What are our thoughts about Abigail's behaviour? • What are our thoughts about how the other girls react to Abigail's words and behaviour? • What are our thoughts about how Danforth reacts to Abigail? • What are our thoughts about Mary's accusation towards Proctor? 	
Purple – Problems	<ul style="list-style-type: none"> • What would a modern audience find difficult to understand about this text? • What could be improved about this passage to help a modern-day audience understand it better? • How would the actors convince the audience that they can see the evil spirits that they claim to see? 	
Yellow – Benefits and positives	<ul style="list-style-type: none"> • What three techniques has the writer used that work well in the passage? Consider the stage directions and the use of language. 	



Worksheet 3: 'If I was in the audience ...'

Think about how the writer your group looked at used language and stage directions. Discuss the two ways in which the text you studied impacted the audience, and listen to your partner's ideas about how the text they looked at impacted the audience.

Write up your comparisons and how the texts contrasted in the spaces below.

Feature of the text that impacts the audience	Quotation from the text	'If I was in the audience I would feel ... because ...'
Romeo and Juliet		
Use of language		
Use of stage directions		
The Crucible		
Use of language		
Use of stage directions		
Which play I would like to watch and why		
Compare your ideas about the two plays in terms of the use of language, stage directions and how entertaining you think the texts are.	No need for quotations in this section.	

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