

LESSON 4

L: TO WRITE AN INNER MONOLOGUE IN ROLE.

National Curriculum Links

Writing

Pupils should be taught to draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Proofread for spelling and punctuation errors

STARTER:

Tell the children to read through Act 3 Scene 1 with their partner, starting at the point when Romeo arrives until Benvolio announces Mercutio's death:

**O Romeo, Romeo, brave Mercutio is dead!
That gallant spirit hath aspired the clouds,
Which too untimely here did scorn the earth.**

They should highlight powerful words or phrases which they could include in their monologue writing. Each partner shares one or two words to be added to a word bank on the working wall.

E.g. protest, vile, ratcatcher, villain, know'st me not, injuries, I am for you, rapier, slander, kinsman, gallant spirit, untimely, brave

MAIN TEACHING:

Explain that the children are going to use their ideas from yesterday and the starter to write an inner monologue in role as Romeo, showing his feelings about the dilemma in which he finds himself.

Make sure the success criteria that you created with the children during lesson 2 are on display. Read them together with the class to remind them of the features of an inner monologue.

Show a plan on the interactive whiteboard that you have created before the lesson (using the children's ideas from the previous lesson).

For example:

Should Romeo kill Tybalt?	
Reasons for	Reasons Against
<ul style="list-style-type: none">- Tybalt killed his best friend- Tybalt might kill him next- What if Tybalt kills someone else- Tybalt is dangerous and needs to be stopped	<ul style="list-style-type: none">- He is now part of Tybalt's family- Will Juliet love him if he kills Tybalt?- Will he be able to stay in Verona if he kills Tybalt?- The Prince has forbidden all violence

Model using the plan to write the first few sentences of the inner monologue. Emphasise the importance of showing Romeo's dilemma by sharing his opposing thoughts about what to do next.

Example of modelled writing (first few lines):

O woeful day! What miserable mess is this?

Brave Mercutio, my beautiful friend, is dead. His spirit ascends to the heavens as I speak.

I must avenge his murder and slay the villainous Tybalt!

Or must I?

Have sentence starters to support less confident writers:

- I must...
- I feel like...
- I can't stop thinking about...
- But...
- My heart feels like...
- I should...
- Should I....?
- Will I ever...?

Children then write their own monologues independently.

PLENARY

Children read their monologues out to their partner, editing as they read to correct any mistakes they notice such as missing punctuation, parts that don't make sense and spelling mistakes.