

YEAR 8 'TIME TRAVEL' SCHEME – THE TITANIC (1) LESSON 7

Teacher's name:		Date:	Day:	Period:
Subject:	Year/Group:	No. on roll:	Boys:	Girls:

Learning Objectives:

Learning Objective: To create a character profile that is original and relevant to the era and setting

Challenge: Learn to write in role using appropriate vocabulary for your character making your monologue as dramatic and meaningful as possible.

Context of the lesson: Seventh lesson of the 'Time Travel' scheme in which **pupils are focusing on developing characters different to themselves.** As well as learning about the historical and social context of the era they should focus on the key skills of the lesson; **today they find themselves as passengers or crew on board the 'Titanic', they will create character profiles and develop writing in role skills-monologues**

Have set up around the room 4 different resource areas in which passenger stories, script extracts and photos will be available for pupils to look through and create a character profile and history to use in their performance.

- 1 - First Class Passenger
- 2 - Second Class Passenger
- 3 - Third Class Passenger/Stowaway
- 4 - Crew

Pupils to walk in the space to calming music (Titanic-Hymn to the sea <http://tiny.cc/r4dtitanic>)
They are to find a seat in the circle of chairs and after the register is called the teacher will join them and share the focus of the lesson...

STARTER:

'The Titanic – an introduction'

Teacher to read out the notes (see resource supplied with lesson) to give a background to the Titanic, the ship and her passengers. Using Youtube play Titanic-Hymn to the sea whilst reading.

Pupils will need to listen carefully and remain focused as they should try and conjure images in their head of the passengers and their plight. Try and instil calm and sensitivity amongst pupils but create tension and meaning regarding certain parts of the story as pupils will be required to create meaningful, dramatic and tense performance piece later.

Allow for some response to this information; comments and questions can be shared for a few minutes
Go through the learning objectives and expectations of the lesson and their part in it.
Recap on what a monologue is.

ACTIVITY ONE:

Going around the circle label pupils First Class, Second Class, Third Class or Crew. As teacher labels pupil a character profile sheet is to be handed to each pupil. Once each pupil is clear what they are they must go to the relevant resource section around the room.

Once there **they must complete their character profile sheet using the sources of information** in their area. They can chat to other people in their passenger or crew group but character should be slightly different – they should aim to use their imagination to develop an original character but one that is relevant to the era and setting that this lesson focuses on.

They will have 25 minutes to research their roles and fill in their character profile sheets and then write a monologue for their character about some aspect of their Titanic voyage.

Pupils should work alone when writing their monologues. They should refer to the learning objectives to check their work is the best it can be to show off their learning.

Time

10 mins

**25/
30 mins**

LESSON PLAN CONTINUED...

ACTIVITY TWO:

Pupils will now get into groups of 4 (they will remain in these groups next lesson) and each group member must be from a different passenger group.

Using their monologues about what happened to them on the voyage they will create a performance piece that will tell 4 different stories at the same time.

Groups will need to listen to each other's monologues and start to think where good places to cross-cut might be so we hear four different accounts within the same performance.

They will focus more on the cross-cutting techniques next lesson.

They might want to consider a piece of music to play whilst they are performing next week – will they assign a group member to find something suitable?

Will they wear costumes or have any props to develop their characters further?

Remind them they will be filmed as part of their assessment of this scheme of work.

PLENARY:

Pupils to remain in their groups as the learning is discussed and target set for the next lesson – their performance piece.

'Heads Together' plenary activity but instead of numbers use the passenger group/crew to answer. Ask the following questions but give the group of 4 time to discuss possible comments answers

Q1. What makes your character different from someone else from your passenger group or crew?

Q2. Give an example from your monologue that shows you have used appropriate vocabulary for your character.

Q3. Do you think your monologue is dramatic? Why?

Q4. Will you use an accent when performing next week? What sort?

Q5. If you could have one piece of costume or prop to bring to life your character more what would it be?

Collect monologues and character profiles in for use next lesson.

**10/
15
mins**

**10
mins**

Differentiation for SEN:

Differentiation for Gifted and Talented/most able in the group:

Assessment for Learning:

RESOURCES NEEDED FOR LESSON:

4 different resource sections around the room with copies of survivor stories, extracts of scripts, photos and letters to help pupils construct a character to use in their performance piece.

Music <http://tiny.cc/r4dtitanic>

Character profile sheets for pupils to fill in as they create their character. Paper/pens for monologue writing.

