

# YEAR 8 'TIME TRAVEL' SCHEME – WORLD WAR 1

# LESSON 9

Teacher's name:		Date:	Day:	Period:
Subject:	Year/Group:	No. on roll:	Boys:	Girls:
<b>Learning Objectives:</b>	<p><b>Learning Objective:</b> To use spontaneous improvisation effectively to explore different characters</p> <p><b>Challenge:</b> To stay in role throughout the improvisations and final piece.</p>			

**Context of the lesson:** Ninth 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 take on characters from England at the time of world war one. They will continue the use of cross-cutting to highlight different view-points.**

Pupils to enter the room putting their coats and bags away and finding a space in the middle, there should be no chairs for them at this stage of the lesson as they will begin with a practical activity to introduce the focus for today.

**STARTER:**  
**'GROUPS OF....CREATE A FREEZE FRAME OF...'**

Pupils will need to follow the teacher's instructions and move around the space accordingly, there are two rules: no talking and no touching.

Use resource supplied with instructions to give pupils and the list of freeze-frames they are to create.

**ACTIVITY 1:**

Pupils should be sat in their own space after their final freeze-frame from the starter activity. Get them to turn to the board to **go through the learning objectives and discuss how their starter activity links** to what they will be learning today. Who has already begun work on developing these skills? They have all done some spontaneous improvisation...but what makes it effective? They will have the chance to have another go in a minute. The focus displayed in their freeze-frames will be important when they use cross-cutting for their main performance piece

Discuss life during the time of 1914-1918 as we approach the second activity...family life/respect for elders parents, relationships...marry young, social activities...pubs, football, sewing, foods...it was getting expensive & rationing introduced towards the end of the war (1918), coal was also rationed, gardens were turned into allotments and chickens kept in back gardens. Women at work...because more land was turned to farming land and most of the men were called up to war women did their jobs tending to the land (women's land army). Finally discuss 'conscription' what it means... Due to heavy losses on the Western Front the government introduced conscription in 1916. Conscription required selected men to enrol in the armed forces. Whilst many of them were happy to fight for their country, others objected on moral grounds. Men aged 16-41 who received the letter were to join the army, they had no choice.

**ACTIVITY 2:**

Imagine now you are a young man, part of a loving family who has just turned 18. Sitting their own space still ask for one volunteer who will act as the postman delivering the letters to everyone else they will have to be in role. The letter you receive is to tell you, you must leave this home life and serve your King and country. The postman delivering the letters is also in role, you are aware that these men may never return to their homes and families.

Pupils are to spontaneously improvise their reactions in the role just described. Teachers to watch pupils and during and afterwards give some feedback on the sustaining of roles, how realistic and imaginative the improvisation was.

Choose a successful performer of the previous improvisation and ask for two volunteers who will act as the parents of the young man who has just been 'called-up', the boy should reveal the contents of the letter

Time
10 mins
5 mins
5 mins
5 mins
5 mins

## WORLD WAR ONE LESSON PLAN CONTINUED...

and the parents should respond appropriately. Before they begin the spontaneous improvisation ask for some ideas on how the mother and father might react – would they have the same feelings? This should be a sensitive and possibly dramatic scene (it is not a comedy). Remind the actors of the COULD objective which is to use spoken language and voice to create effect.

**Play out the improvisation out and then take comments as part of a mid-plenary session** in which the objectives are discussed - if they think they need to improve on their spontaneous skills or want to develop their use of spoken language they will have the opportunity to do so now:

In pairs - one pupil is the newly 'called up' young man (use boys as far as you can)  
- One pupil is your girlfriend who is being told the news (use girls as far as you can)  
Encourage realistic yet imagination spontaneous improvisations. How does the partner take the news? Have they got any news to tell themselves?

Give the pairs three minutes to run the Dramas. Ask for some volunteer pairs to show any work they are proud of and think shows they have achieved the objectives just discussed.

### ACTIVITY 2:

Group pupils into groups of approx 6. They create a piece of Drama using cross-cutting to show two aspects of world war one.

**Brief re-cap on cross-cutting and how it should be done effectively – highlight good work from last lesson when they used cross-cutting, what made it successful?**

**Why is it good to use with this theme?**

The groups should split themselves into two – soldiers on the front-line and the wives back at home.

They should use all of the skills and knowledge they have developed throughout the lesson focusing on bringing to life believable characters using voice and spoken language.

The drama should cross-cut between mimed action and use of key words from the soldiers to sensitive discussions about their husbands/partners on the front-line, maybe the sharing of a letter they've received from them.

Music will be used throughout the piece to create an atmosphere and help the pupils stay focused. (Adagio for Strings - <http://tiny.cc/r4dadagio> )

Pupils will be given only 5/7 minutes to put their piece together as the onus will be on them spontaneously improvising, however they must ensure that there is a clear signal or cue so they know when to cross cut.

### PLENARY:

Watch at least two of the pieces of Drama as part of the plenary. Pupils are to comment on the effective use cross-cutting. All pupils should shut their eyes and answer the following questions in relation to their learning, by raising their hands. Teacher to read out the learning objectives and judge how the pupils themselves think they have learnt. Teacher can pass comment here too.

5  
mins

5  
mins

5  
mins

5/7  
mins

5/7  
mins

**Differentiation for SEN:**

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

**Assessment for Learning:**

### RESOURCES NEEDED FOR LESSON:

Adagio for Strings music to play during final performances (<http://tiny.cc/r4dadagio> )  
Approx 30 'conscription' letters – resource file included

