

## FEUDAL YES...AND

L I T E R A C Y &amp; T H E A T E R

## Objectives

## CONTENT

**CCSS.ELA-LITERACY.SL.8.1.D**  
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

## FINE ARTS

**TH:Cr1.1.8.c** c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

Materials:

- Video or audio recording equipment
- Speakers and/or video playback device
- Copies of Romeo and Juliet
- Yes, and theater technique: <http://www.utexas.edu/cofa/dbi/node/28>
- Space for movement.
- Paper, pencils

**Pre-Assessment:**

Begin with the "Yes...and" theater strategy. Provide the class with a current event topic and a starting sentence such as "The summer olympics should value the safety of their athletes" and then invite a student to add on to that argument with a "yes...and..." statement. This continues for several rounds of play.

**Engagement:**

At the conclusion of the pre-assessment, ask students to discuss all of the ideas they *heard* and then create a separate list of what they felt was *implied* by the ideas.

**Activity:**

1. Explore the idea of "feuds" with students - what is a feud, what are some famous feuds in history and why or how are feuds resolved?
2. Review the feud between the Montagues and Capulets in Romeo and Juliet. While there is no direct mention of the history behind the feud, what is its outcome? What fueled the feud in the play?
3. All feuds have a beginning. Group students into two teams: the Montagues and the Capulets. Have students create a single, benign act (like accidentally tripping someone from the opposite family) and act it out between one person on each team. Audio or video record this step and step #4.
4. Each person goes back to their team and (taking turns), shares what happened. The next person on the team must take it a step further with a "yes, and" statement such as "Yes, and after he tripped you I bet he laughed about it to his friends." Think about how to present your statement convincingly for your team.

**Closing:**

View or listen to the recording and make a list of statements they heard and then a separate list of what was implied by the body gestures, tone, and persuasive statements.

## Assessment:

Analyze how sentence choice, voice, and gestures can affect both speaking and listening in conversations.