

History Lesson in English through Drama

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Satisfying various learning styles and skills via using drama in ELT

- Drama is a holistic method that offers various techniques and conventions that can be structured by the teacher so that it is convenient to their students and/or the topic/story they want/need to teach.
- Good source for learning/checking the available forms:
- Neelands, J., & Goode, T. (2000). *Structuring drama work: A handbook of available forms in theatre and drama*. Cambridge, UK: Cambridge University Press.

Drama as a tool for integrating various learners and various learning styles

- **STRUCTURING DRAMA WORK for ELT:**
 - Warm up/Lead in (TPR - moving to a song, then moving like a person of 3, 6, 10, 15 years of age)
 - Building up the main character (groups putting together a girl of 3, 6, 10, 15 years of age); adding the information that she lives in the Middle Ages - How will it change the information the Ss have?
 - Presenting the pictures of the main characters - Guessing **who is who**.
 - Test - What do you know about the characters? (group work - 3 groups)
 - Distributing information on the characters to Ss for reading (to be able to answer the Qs; 3 groups - each group has one character)
 - **End of the session**

1. Warm up/Lead in (TPR - moving to a song)

- A) Move to the song (anyway you like)
- (<https://www.youtube.com/watch?v=fLexgOxsZu0>)
- B) now move like a 3-year-old
- C) now move like a 6-year-old
- D) now move like a 10-year-old
- E) now move like a 15- year-old

Group-work

- Divide the Ss in 4 groups and their task is to write what is typical for girls of the age:
 - 1) 3-year-old
 - 2) 6-year-old
 - 3) 10-year-old
 - 4) 15-year-old

A 14/15-year-old elicitation



The Middle Ages - year 1381

- Have the groups present what they have written.
- Now tell the groups that the main character lived in **the Middle Ages** - how will it change what they have written
- Ask a person in the 6-year-old group to be the father and come to announce that he has a husband for her.

Can you recognise the 4 people?



Can you recognise the 4 people?



Charles IV



Richard II



Vaclav IV

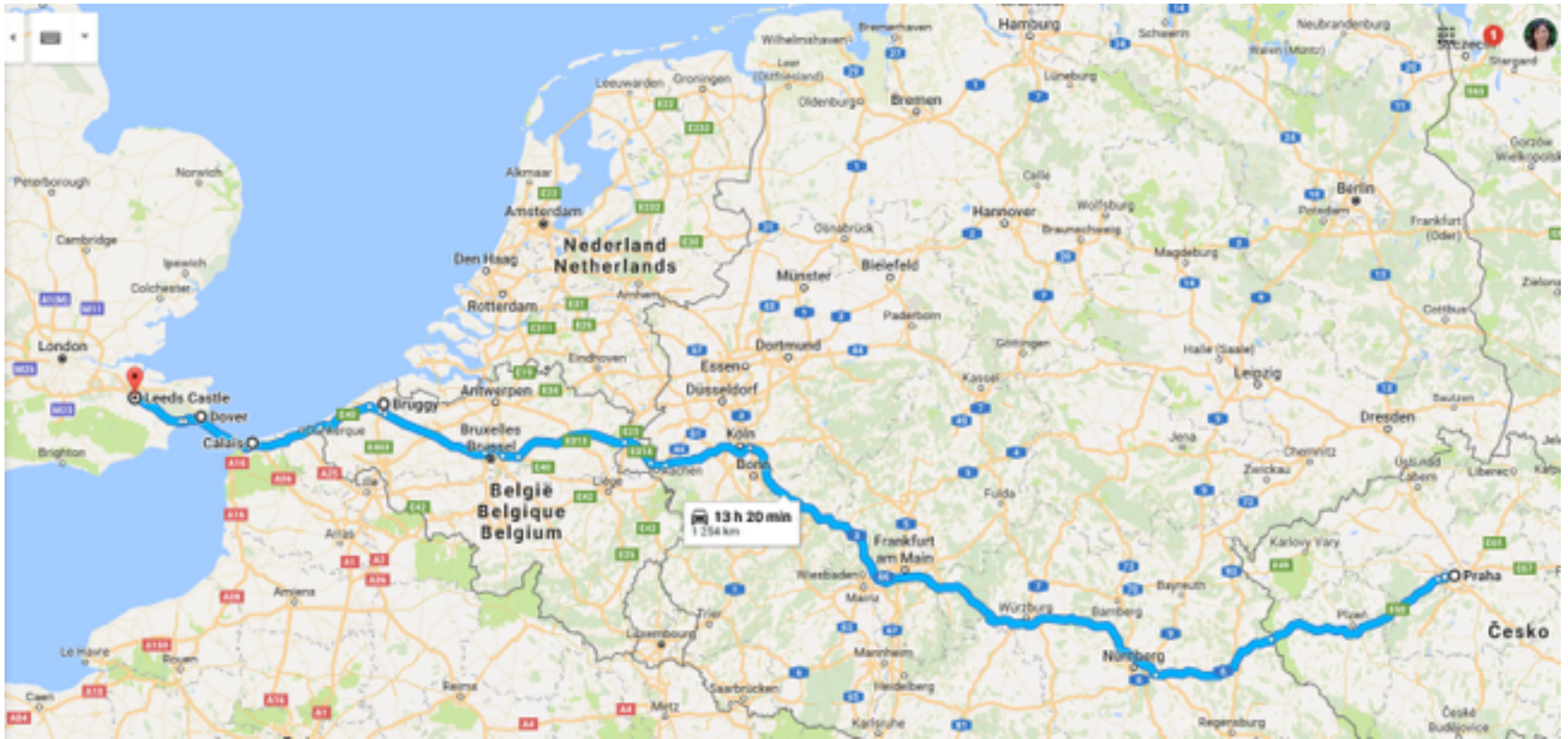


Anne

Why was Anne sold to England by her own brother?

- Eliciting the pre-concepts
- Talking about the possibilities but not giving any clear answers.

Anne's journey to her future (unknown) husband



TEST

- The 3 groups get each a piece of paper with Qs about one of the characters - they are asked to answer the Qs.
- In about 3-5 minutes they are discontent and start complaining about not being able to answer the Qs - at that moments give them the texts with info on the characters.
- FOLLOW UP: Tell the students that they will be presenting their character to the other groups (Dorothy Heatcote: Mantle of the expert)

CHARLES IV



- Charles IV was born to [King John](#) of the Luxembourg dynasty and [Queen Elizabeth of Bohemia](#) of the Czech [Premyslid Dynasty](#) in [Prague](#). He was originally named Wenceslaus (*Václav*), the name of his maternal grandfather, [King Wenceslaus II](#). He chose the name Charles at his [confirmation](#) in honor of his uncle, [King Charles IV of France](#), at whose court he was resident for seven years.
- He received [French](#) education and was literate and fluent in five languages: [Latin](#), [Czech](#),^[3] [German](#), [French](#), and [Italian](#). In 1331 he gained some experience of warfare in Italy with his father. At the beginning of 1333, Charles went to [Lucca \(Tuscany\)](#) to consolidate his rule there. In an effort to defend the city, Charles founded the nearby fortress and the town of [Montecarlo](#) (Charles' Mountain).^[4] From 1333 he administered the [lands of the Bohemian Crown](#) due to his father's frequent absence and deteriorating eyesight. In 1334, Charles was named [Margrave of Moravia](#), the traditional title for heirs to the throne. Two years later, he assumed the government of [Tyrol](#) on behalf of his brother, [John Henry](#), and was soon actively involved in a struggle for the possession of this county.

(The source: https://en.wikipedia.org/wiki/Charles_IV,_Holy_Roman_Emperor)

Anne of Bohemia



- **Anne of Bohemia** (11 May 1366 - 7 June 1394) was [Queen of England](#) as the first wife of King [Richard II](#). A member of the [House of Luxembourg](#), she was the eldest daughter of [Charles IV, Holy Roman Emperor](#) and King of Bohemia, and [Elizabeth of Pomerania](#).^[1] She died at 28 after 12 years of marriage; she was childless, and greatly mourned by her husband.
- The marriage was initially unpopular in England inasmuch as, even though Anne's father was perhaps the most powerful monarch in Europe, his relatively distant area of influence could give little trade or political advantage to England, and Anne brought no [dowry](#); instead Richard had to pay her brother a sum. But Anne appears to have won many English people over with her personality, and her efforts to help obtain royal pardons.
- Her father's court, based in [Prague](#), was a centre of the [International Gothic](#) style, then at its height, and her arrival seems to coincide with, and probably caused, new influences on English art. The [Crown of Princess Blanche](#), now in [Munich](#), may have been made for Anne, either in Prague or Paris.^[2]
- She had four brothers, including [Sigismund, Holy Roman Emperor](#), and one younger sister, [Margaret of Bohemia, Burgravine of Nuremberg](#). She also had five half-siblings from her father's previous marriages. Anne is buried in [Westminster Abbey](#) beside her husband.
- (Source: https://en.wikipedia.org/wiki/Anne_of_Bohemia)

Richard II of England



- **Richard II** (6 January 1367 - c. 14 February 1400), also known as **Richard of Bordeaux**, was [King of England](#) from 1377 until he was [deposed](#) on 30 September 1399. Richard, a son of [Edward, the Black Prince](#), was born in [Bordeaux](#) during the reign of his grandfather, [Edward III](#). His father was Prince of [Aquitaine](#). Richard was the younger brother of [Edward of Angoulême](#), upon whose death Richard, at three years of age, became second in line to the throne after his father. Upon the death of Richard's father prior to the death of Edward III, Richard, by [primogeniture](#), became the [heir apparent](#) to the throne. With Edward III's death the following year, Richard succeeded to the throne at the age of ten.
- During Richard's first years as king, government was in the hands of a series of councils. Most of the [aristocracy](#) preferred this to a [regency](#) led by the king's uncle, [John of Gaunt](#), yet Gaunt remained highly influential. The first major challenge of the reign was the [Peasants' Revolt](#) in 1381. The young king played a major part in the successful suppression of this crisis. In the following years, however, the king's dependence on a small number of courtiers caused discontent among the influential, and in 1387 control of government was taken over by a group of aristocrats known as the [Lords Appellant](#). By 1389 Richard had regained control, and for the next eight years governed in relative harmony with his former opponents.
- In 1397, Richard took his revenge on the appellants, many of whom were executed or exiled. The next two years have been described by historians as Richard's "tyranny". In 1399, after John of Gaunt died, the king disinherited Gaunt's son, [Henry of Bolingbroke](#), who had previously been exiled. Henry invaded England in June 1399 with a small force that quickly grew in numbers. Although he initially claimed that his goal was only to reclaim his patrimony, it soon became clear that Henry intended to claim the throne for himself. Meeting little resistance, Bolingbroke deposed Richard and had himself crowned as King Henry IV. Richard died in captivity in February 1400; he is thought to have been starved to death, although questions remain regarding his final fate.
- Richard was said to have been tall, good-looking and intelligent. Less warlike than either his father or grandfather, he sought to bring an end to the [Hundred Years' War](#) that Edward III had started. He was a firm believer in the [royal prerogative](#), which led him to restrain the power of the aristocracy, and to rely on a private [retinue](#) for military protection instead; in contrast to the fraternal, martial court of his grandfather, he cultivated a refined atmosphere at his court, in which the king was an elevated figure, with art and culture at its centre.
- (Source: https://en.wikipedia.org/wiki/Richard_II_of_England)

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- **Follow up:**
- Groups present the characters (the other groups get the Qs - listening to be able to fill it in)
- Hot seating the characters
- Calculating Anne's journey from Prague to Calais and then Dover.
- Watching Richard II (<https://www.youtube.com/watch?v=FGvkuttgik0&t=1111s>)

So today we were:

- Moving to get in the mood and the character
- Eliciting social roles (in groups - discussing)
- Rewriting the social roles to fit the period (in groups - discussing)
- Guessing people in the pictures
- Eliciting what we know about the period and the people in the pictures
- Finding out what we already know
- Reading to know more and to be able to answer the Qs
- Discussing and calculating travelling today and in the 14th century
- Discussing the methodology behind the session

Thank you for your attention

- By the way it was French that **Richard II** and **Anne of Luxembourg** were using to communicate in the beginning ;-)
- The session was originally inspired by the novel of Hana Whitton, *Anne of Bohemia* (unfortunately, it is available only in Czech)