

Pride & Prejudice^{*}

by Isobel McArthur after Jane Austen (*sort of)

Worksheet 2

In this session the group learn how to write a poem based on the *Pride and Prejudice* (sort of) world. They will then learn how to perform their poem in an engaging way.

Links to the curriculum

PE: Perform dances using a range of movement patterns
English: Listening to and discussing narrative, writing poetry, recording ideas and thoughts
Active listening and evaluation techniques
Learning to use intonation, tone, volume, and action
Literacy skills
Offer and learn to take constructive feedback

What the group will need

- The plot of *Pride and Prejudice*
the turbulent relationship between Elizabeth Bennet
- Paper and pens
- Space to move around and dance on the spot

Warm up

The children just need to be in a space with a little room around them **play warm up** when ready. After the warmup you may want to pause for a second to get sat back down and allow the children to get a sip of water.

Task 1

Creating a Haiku: students can gather lots of inspiration for writing their poem. What is a Haiku?

Pride and Prejudice follows the daughter of a country gentleman, and Fitzwilliam Darcy, a rich aristocratic landowner. They must overcome the titular sins of pride and prejudice to fall in love and marry.

Haiku is a form of Japanese poetry made of short, unrhymed lines that evoke natural imagery. Haiku can come in a variety of different formats of short verses, though the most common is a three-line poem with a 5-7-5 syllable pattern.

Traditional Haiku Structure

1. There are only three lines, totalling 17 syllables.
2. The first line is 5 syllables.
3. The second line is 7 syllables.
4. The third line is 5 syllables like the first.
5. Punctuation and capitalization are up to the poet and need not follow the rigid rules used in structuring sentences.

*** This could be done as a mind mapping exercise in larger groups if you are in the classroom***

Approx 15 mins for this task

Task 2

If you have already covered this in class or are working with an older group- they could pick their own word from the story to make their Haiku and encourage the use of rhyme. The students will then be asked to write their own Haiku in response to the theme of love.

Approx 20 mins for this task depending on the group

Task 3

Learning a tongue twister. Encourage nice loud confident voices and mainly have fun!

She sells sea shells on the sea shore.

A proper copper coffee pot.

Around the rugged rocks the ragged rascal ran.

Red lorry, yellow lorry, red lorry, yellow lorry.

A big black bug bit a big black bear.

Peter Piper picked a peck of pickled peppers. Where's the peck of pickled peppers Peter Piper picked?

Task 4

Performing their Haikus! Encourage nice loud confident voices and emphasis on important words they want to stand out.

Take as long as you need/have for this task

*** if the students are in school it would be nice for them to work in partners for this exercise, to give each other feedback and help one another with their performance ***

Evaluation Question:

Something to think about at the end of this session and a different way for teachers and pupils to reflect on the session:

How can a Haiku be used to express how we are feeling?

Students can either write down their answers or you can do this as a class discussion.