

Year 10, Romeo and Juliet, English Scheme of Learning

Rationale and Context of Unit:	Core curriculum content:	Tier two and Tier three vocabulary explicitly taught:
<ul style="list-style-type: none"> ● <i>This builds on the Hamlet unit in year 8 and the Macbeth element to the Educating Rita unit in year 9.</i> ● <i>This unit is to prepare students for the Shakespeare element of the Literature GCSE: Paper One Section A. All students study Romeo and Juliet.</i> ● <i>We teach Romeo and Juliet at this point so that we have adequate time prior to the first round of PPEs at the end of the term. It is also preferable to start the academic year with a Literature text, through which we can cover many of the skills for the Language GCSEs.</i> 	<ul style="list-style-type: none"> ● <i>Literature Assessment Objectives: AO1, AO2, AO3, AO4</i> 	<ul style="list-style-type: none"> ● <i>Patriarchal, subservient, dominant, Elizabethan, apothecary, society/societal, brawl, sonnet, iambic pentameter, couplet, decree</i>
Challenge and Support:	World-wide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> ● <i>This scheme is written for all students and, therefore has elements were adaptations need to be made to increase challenge or support weaker students. Adapted versions of lessons and resources are in place and labelled as LPA or HPA.</i> ● <i>The scheme attempts to give a thorough first experience of the play, giving students a secure knowledge of the whole play and its context.</i> 	<ul style="list-style-type: none"> ● <i>Societal issues, specifically with regards to gender.</i> ● <i>Ideas of friendship, relationships, parental roles, revenge and love, all of which are relevant today.</i> ● <i>Opportunities to explore modern history- specifically with reference to patriarchal societies and revenge.</i> 	<ul style="list-style-type: none"> ● <i>Opportunities to see performance of the play will be taken. If no performance is available, visiting theatre companies could be considered.</i> ● <i>Norwich Theatre Royal offers workshops on the play which can be at the theatre or in-school.</i> ● <i>Throughout the scheme, multiple opportunities to relate learning to modern life-reflection should be encouraged.</i>

<p><i>This can then be reinforced and expanded through revision later on in year 11.</i></p> <ul style="list-style-type: none"> ● <i>Scholarly reading is not prescribed in this unit but could be set, at the teacher's discretion, through homework.</i> 		
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<ul style="list-style-type: none"> ● <i>Elizabethan society, patriarchal societies, the dominance of men, the role of women, revenge, friendship, the role of parents, acting on impulse, fate-all explored within this unit.</i> ● <i>Opportunities for students to reflect on their learning and apply ideas to their life and current affairs.</i> 	<ul style="list-style-type: none"> ● <i>Links to history-specifically Elizabethan England.</i> ● <i>Reading aloud every lesson.</i> ● <i>Extended writing throughout unit.</i> 	<ul style="list-style-type: none"> ● <i>Misconceptions will predominantly arise from students' understanding of the language and vocabulary.</i>
<p>Assessment timeline:</p>		
<ul style="list-style-type: none"> ● <i>Final assessment-timed-one hour maximum.</i> ● <i>Up to two hours preparation and practise for this.</i> ● <i>Leading towards PPE examination without preparation time.</i> ● <i>Knowledge tests, quotation tests and knowledge reviews used throughout.</i> ● <i>WAGOLLS, assessment objectives and samples used throughout.</i> 		
<p>Home learning</p>		
<ul style="list-style-type: none"> ● <i>Home learning is written into the scheme but teachers are expected to set homework targeted at their specific group. This could be further consolidation where needed, scholarly reading, learning quotations, research, etc.</i> 		
<p>Feedback</p>		
<ul style="list-style-type: none"> ● <i>Feedback four used on final assessment.</i> ● <i>Otherwise, sample marking, whole class feedback, visualiser, peer and self assessment.</i> 		

Lesson One

- Introduce the new unit.
 - For their exam, they must have read a WHOLE Shakespeare text.
 - It will be a closed book exam.
 - There will be an extract and then a question on the wider play.
- Watch the first 47:42 mins of Romeo and Juliet.

Lesson Two

PPT: Lesson 2

- Look at the picture stills of the play so far. Cut them out and sequence them. Label each character and what is happening.
- Discuss.
- Watch up to 1: 15:45

Lesson Three

PPT: Lesson 3

- Look at the picture stills of the play on the first slide. Cut them out and sequence them. Label them with characters and what is happening.
- Discuss.
- Finish the film.
- Graham, a year 10 student, says that 'Romeo and Juliet is a stupid play. They are idiots who rush into a relationship and massively over-reacted by killing themselves. I am glad they are dead- they deserved it!' Discuss Graham's view.

Lesson Four

PPT: Lessons 4, 5 & 6

- Look at the picture still of the play. Label the characters and what is happening.
- Task is on slide 2. Over the coming lessons, they will work in a pair/ group to create a prosecution case against a character. They will be looking to prove that their character is most to blame for the deaths of Romeo and Juliet.

- Firstly, they will get to know their character! Allocate each pair/ group one of the characters: Juliet's parents, Mercutio, Friar Lawrence, Tybalt or the Nurse. Slides 5-9 have a slide for each character with a timeline of the significant events involving them- give each pair their corresponding character timeline.
- Students should then create the "Getting to know your character!" sheet on slide 3. This could be printed on A3 (with slide 4 on the back). This is a creative task, but they still need logical explanations for their choices (e.g. The Nurse's favourite food could be chocolate one day, then smoked salmon the next, to show how changeable she is).
- Feedback.
- On the back of their sheet, complete the continuum about their feelings towards the character: do they like them? They should explain their reasons underneath.
- Feedback.

Lesson Five

PPT: lessons 4, 5 & 6

- Get into their pair/ group. Read their character summary again.
- Create a bullet-pointed list of 4 things they did wrong that contributed to the deaths of Romeo and Juliet.
- Feedback.
- They're going to write a persuasive speech for the court. The audience will be the Judge and Jury. The aim is to have their character prosecuted for their part in the untimely deaths of Romeo and Juliet. How will they structure their speech? Slide 12. In a pair, discuss an advantage and disadvantage of each structural option.
- Feedback.
- Choose a method that they will use for their speech.
- Draft a persuasive speech. Each member of the group must take a different paragraph to write up (pairs or small groups will need to write up AT LEAST one paragraph each), using a range of persuasive techniques. They should use the ticklist to ensure that a range of devices are used.
- Swap paragraphs around within their group. Use a green pen to make at least one improvement, using the questions on slide 15 to help them.
- Decide who is going to say what and begin practising their speech. Worth remembering that in year 11 they will do a filmed speaking and listening assessment...

Lesson Six

PPT: lessons 4, 5 & 6

- Slide 17- watch the prosecution's opening statement. As they watch, note down something he does which is the same as they have done in their speech e.g. emotive language.
- Watch it again. Make a note of something the prosecutor does that they could ADD to their speech (language feature or delivery technique).
- 15 minutes to tweak their speeches and do a final practice.
- Presentation time. The person convicted for the deaths of Romeo and Juliet will be based entirely on the quality of the speech delivered. As they listen, they should complete the grading cards on slide 20 for each presenting group.
- Ask each person to name their winning group. Tally up the results on the board. The winning group can have some commendations, as well as the pride of having successfully convicted their character!

Lesson Seven

PPT: Lesson 7

- Slide 2 – worksheet. Match the point and quotation to the character. This could be colour coded by the students.
 - Feedback.
 - The third row is for the development. Each box has a question to answer which relates to the quotation directly above it. They should answer the question in the space provided. This is tricky, so perhaps do some q&a to prepare them, then feedback after they've answered each one. The 2nd question is tricky – Friar Lawrence tells them to moderate their emotions when he is helping them to make a hasty/ impulsive marriage without the consent of their parents- contradictory.
 - Slide 3. Now choose ONE character they think is most to blame. Write up a PEE paragraph. They also need to add a person response, to explain why this character, in their opinion, is most to blame for Romeo and Juliet's deaths.
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Lesson 8

- Distribute a slip of paper (slide 1) to each student. Each one has their "fate" on. Discuss in pairs what their statement says. Is it a positive or negative destiny? Decide on an advantage and a disadvantage about knowing what they now know about what will happen in their life.
- Slide 3- What are we talking about? (Fate)
- Complete the cloze from slide 4 about Elizabethan beliefs.
- Read the Prologue- slide 5. Each underlined phrase has a matching explanation on the next slide. Students should label their Prologues to help them understand what it is about.
- Why tell the whole story and give away the ending before the play has even begun?
- Copy and complete (slide 7). Essentially: Romeo and Juliet's lives are already mapped out; fate is in control; they have a lack of control over their destiny; nothing can be changed as it's already been decided.

- Slide 8- create a mindmap. Doesn't the Prologue ruin the whole play? No! Mindmap all the audience's reactions at the end of the Prologue. E.g. frustration, powerlessness (to stop anything), powerful (omniscience, like God), intrigued, sad, disappointment etc.
- Slide 9- just a brief mention about dramatic irony.
- Slide 10- The play begins with the "Ancient grudge" erupting into a "new mutiny"...
- Read lines 33-102 of Act 1:1.
- Can they allocate the audience reaction emojis to different points in the scene? Silly/ funny= biting thumb and antagonising each other. Concerning= Tybalt's entry. Worrying= Prince's threat, which overshadows the whole play.

Lesson Nine

- What key events from last lesson do the images from slide 1 link to?
- Which moment does each of the audience reactions match to?
- Slide 2- written task. How does Shakespeare engage his audience from the Prologue through to the Prince's threat? In their answer, they should refer to the Prologue, fate, biting thumbs, Tybalt, Prince's threat and the audience's changing reaction. Give students approximately 10 minutes of silent writing time for this.
- Read lines 115- 237 of Act 1:1.
- Slide 4- Benvolio, the nice guy. Copy and complete the table to explain evidence that this is true.
- Slide 5- What do we think of Romeo so far? Remember, he's 16 years old, he's not had a relationship with Rosaline (just seen and talked briefly to her...)
- Slide 6- how does his 'love' for Rosaline make him feel? Match the quotation with the inference.
- Slide 7- Choose 2 opinions they most agree with. Jot these down in their book.
- Slide 8- to finish... How do the characters of Benvolio and Romeo help Shakespeare to tell his story of ill-fated love? Why did Shakespeare give them their particular personalities? Slide 9. Copy and complete the sentences. The sentence for Benvolio is a CHALLENGE task. "Benvolio is the ideal person to be fate's puppet because..." In other words, what is it about his personality that means he ends up helping fate bring Romeo and Juliet together without meaning to?)- concern with doing the right thing, cares about the welfare of others, moral, wants to be liked/ to be a good friend etc.

Lesson Ten

- Identify whether each of the statements best describes Romeo or Benvolio (slide 1). Discuss reasons for their choices and why it DOESN'T describe the other character- how do they know?
- Read Act 1, Scene 2.
- Can they pick out:

- Where Romeo and Benvolio are going to go
 - Who is going to be there
 - What Benvolio thinks is going to happen to Romeo's feelings for Rosaline.
- **Flag up that Benvolio is helping fate by being the one to encourage Romeo to go to the party (where he will end up meeting Juliet).
- Slide 2. Read the information about Elizabethan marriages. Answer the questions from slide 3.
 - Slide 4- Paris. He says very little, but it tells us a lot about him. First of all, we need to understand what Capulet is saying when he says 'she hath not seen the change of 14 years...' Discuss.
 - Slide 5- How does Paris react to Capulet's concerns? Create a mindmap of all the words and phrases you would use to describe the impression you get of Paris.
 - Slide 6- Compare Romeo and Paris, Juliet's potential suitors, in a venn diagram. They can use the words at the bottom, or change/ replace them.
 - Read Act 1, Scene 3. Slide 7.
 - As they read, try to work out how Juliet feels about the prospect of getting married at 13 years old.

Lesson Eleven

- Juliet is going to have an arranged marriage. How would they feel? Create a mindmap. (Additional LAP resource in folder)
- Slide 2- match up the things that Juliet says with their modern translation.
- Slide 3- the same quotations are displayed again here, but can they now create a mindmap of what she was feeling. Is her reaction surprising at all? (Obedient, calm, lacking excitement etc.)
- Slide 4- there are some questions to answer.
- Slide 5: a written task. How does Shakespeare engage his audience through the introduction of Romeo, Juliet and Paris? At the bottom of the slide, it specifies what they should cover. For the bullet on fate bringing them together, consider: Romeo is desperate to be in love; Juliet is controlled and unsatisfied; Paris is confident, determined and unfeeling. All three are attending the party for different reasons, but we already know (from the Prologue) that the meeting of R and J will change everything.
- Swap and peer check (WWW and EBI) using slide 6. Students should write down the appropriate statements under a WWW heading, and set any of the other statements as targets under an EBI heading.

Lesson Twelve

- Slide 1- Read the information about Elizabethan attitudes towards fate. There are questions to answer on slide 2. Read page 23 ('and we mean well in going...') to the end of the scene.
- Slide 4- Romeo and Mercutio meet before the Capulet party. Complete the worksheet on this slide to check comprehension.

- Slide 5 should be photocopied on the back of slide 4 as a continuation of the worksheet.
- Slide 6- Instructions for what to do with the sheet from slide 5. Highlight quotations on their worksheet for the red section to check their comprehension and then add the black labels to their sheet (inferences).
- Read up to line 91 (page 28) of Act 1, scene 5. Slide 7. Romeo goes to the party, even though he knows it will bring chaos and death (Elizabethans would disapprove...). He is spotted by Tybalt at the party. What can they remember about Tybalt from the film?

Lesson Thirteen

- Take a page in their books and fill it with all the words and phrases spoken by Tybalt that are to do with ANGER and VIOLENCE.
- In a different colour pen, add a range of words and phrases of their own that describe the type of person they think Tybalt is.
- Finally, what does Tybalt mean when he says: 'I will withdraw... bitt' rest gall'?
- Read L.92- end of Act 1, scene 5.
- Slide 2- take a different page and jot down words or phrases linked to LOVE, BEAUTY or RELIGION in Romeo's speech.
- In a different colour, explain the impression they get of Romeo's feelings towards Juliet (positive or negative).
- Slide 3- throughout the scene, Shakespeare juxtaposes Tybalt's hate with Romeo's love. Is the phrase "love conquers all" true?? (No, we know how the play ends; Tybalt's words seem more genuine; Romeo isn't really in love- he's only just met her!)
- Slide 4- How does Shakespeare create tension in Act 1, scene 5? The slide indicates topics that students should cover. For the juxtaposition of Tybalt's hate and Romeo's love, consider that their relationship is doomed from the beginning if there is such strong antipathy between the families; it could never work.
- There is an example answer on slide 5. Once this has been looked at, students should write up their response to the question.
- Swap and peer check using slide 6.

Lesson Fourteen USE OF A COMPUTER ROOM

- This lesson will revise Act 1. They will work in a group of 4 to create a reading journal (a revision tool). Each student within a group will take responsibility for making notes on a different scene (specified on the slide). The Prologue has been done as an example. They should probably write more for their scene, as the Prologue is only very short! The task is explained on slide 2.
- At the end of the lesson, students should upload their resources to a shared area (English Resources). Choose students to feedback their notes on plot, characters and importance of scene/ link to themes.

Lesson Fifteen

- Slide 1- create a timeline to recap the events so far. Put the events in order from the slide and add a quotation they already know off-by-heart to at least 3 of them.
- Read Act 2, scene 2.
- Slide 2- identify who is saying each of the 7 quotations. In the back of their books, write down the number and an “R” for Romeo, or a “J” for Juliet.
- Feedback- write down an R or a J next to each one on the board. Leave these up during the next task.
- Slide 3- worksheet. Match the image or modern translation to the quotation, then explain them using the prompts.
- Slide 4- create 2 brainstorms about R+J based on their attitudes to love in Act 2, Scene 2. Use the listed ideas on the slide, as well as any of their own.
- Feedback.
- So, Romeo and Juliet are approaching this relationship in very different ways. Juliet is more cautious and measured. Romeo is more impulsive and enthusiastic. However, both are keen to marry quickly. Why? Slide 5. Look at the reasons on this slide and discuss.
 - 1. J
 - 2. R
 - 3. R+J
 - 4. J
 - 5. R (not aggressive; no interest in brawling)
 - 6. R+J (R= alienated; J= Paris is not for her)
 - 7. R (Juliet feels things are going too fast with Paris)
 - 8. J (not free to make her own choices)
 - 9. J (Paris is controlled, set up, unemotional and a “good” match; Romeo is spontaneous, exciting, free, a “bad” match)
- Slide 6- Write Romeo and Juliet’s diary entries for that day. Focus on them explaining why they have agreed to marry the other.

Lesson Sixteen

- Back of books/ discuss- from what they remember, how do the nurse, Friar Lawrence and Tybalt contribute to the deaths of Romeo and Juliet? Slide 1.
- Read Act 2: 3, lines 23-94
- Slide 3- Getting to the bottom of what Friar Lawrence is saying. This slide is a worksheet to translate what Friar Lawrence is saying, then summarise why many people consider him a hypocrite (marries R+J anyway, even though he knows it’s not true love and will end in disaster. He’s fate’s puppet. He doesn’t believe that love can develop that quickly. He knows that Romeo is impulsive. He says that life is better when you take your time, yet he helps them to rush etc.)

- Slide 4- so why does FL marry them? List 3-4 reasons and discuss. Some ideas might include:
 - Wishful thinking/ naivety
 - He is controlled by Fate/ a higher power and it is beyond his control
 - Sinister- causing trouble to teach the impulsive youths a lesson
 - For the greater good: two deaths will save many in the long run, if peace is created.
- Read Act 2: 4, lines 1-26.
- Read the information about duelling, then answer the questions on slide 6.
- Slide 7- how is Tybalt “Fate’s puppet”? Copy and complete the sentences on this slide. They need to understand that later in Act 3 Tybalt creates a turning point in the play: had Tybalt and Romeo not fought, then Romeo would not have been exiled and Juliet would not have had to pretend to be dead, which ultimately lead to their deaths.
- The nurse- lines 147-190
- How many of FL’s pictures apply to the nurse, in terms of reasons why she helps to arrange their marriage? Slide 9. Are there any extra reasons that they can think of? (Concern that Juliet is not happy with Paris lines 186-8).
- Slide 10- why has Fate chosen these characters to help fulfil his plans?
- Slide 11- print out and identify who fate is describing. If time, find a quotation for each. (Friar- he knows it will end badly, but does nothing to stop it).

****This lesson may run over into the next lesson****

Lesson 17

- Linking back to last lesson, display slide 1. Discuss the opinion displayed.
- Slide 2. Read Act 2: 5.
- While reading, look out for signs that Juliet is desperate and excited.
- Slide 3. Who said: ‘If they see thee, they will murder thee’? Why has Juliet changed her tune overnight? Now she has disregarded any fears about the match. The play doesn’t say, so we have to fill in the gaps...
- Slide 4. Order the thoughts logically, as a way of exploring how she has processed her thoughts in such a way that results in her being desperate to be with Romeo.
- What increases Juliet’s excitement and desperation? Slide 5. Play the video of the dog. What does the Nurse have in common with the dog’s owner? (Teasing another for her own amusement)

- Slide 6. Copy and complete to see how many times the nurse teases/ refuses to answer and pick out two examples. Consider how this affects Juliet. Students also need to consider that the teasing makes Juliet want Romeo more because she's being tempted and the Nurse drums up how exciting it all seems.
- Copy and complete the grid on slide 7 to explore Juliet's attempts to get a straight answer from the Nurse.
- To finish, find 5 ways an audience might react to this scene (e.g. excited, sad, anxious, laugh/ find it funny, sympathy, like her more etc.)

Lesson 18

- Slide 1- Copy down the 4 words and next to each one, explain how it links to Friar Lawrence.
- Slide 2- Last time we met Friar Lawrence what did he promise to do? (marry R+J)
- Read Act 2, scene 6: Romeo and Juliet's marriage.
- Slide 3. Romeo's words are displayed on the slide. Copy the quotation down and answer the questions around it.
- Slide 4- does that quotation remind them of another? (He that hath the steerage of my course, direct my sail!) What does this quotation have in common with the one we've just looked at? (Reckless, slightly more aggressive, taunting fate).
- Slide 5 is a worksheet. Now turn to the Friar's response. His words are typed up here. The key phrases are underlined and bold. There are question boxes around the outside. There is a question at the bottom to prompt them to think about Friar KNOWING that it's going to end badly, but he does it anyway.
- Slide 6- what are the possible reasons why he might be doing it anyway? Discuss in pairs, then feedback.
- Slide 7- How is Friar Lawrence presented in the wedding scene? Answer using the PEE structure. The things to include are detailed on the slide.
- Slide 8- How did they get on? Slide 8 will help them self-assess their work.

Lesson 19: COMPUTER ROOM ADVISED

- In this lesson they will summarise Act 2, as before.
- Get students into small groups to take a scene each. They should summarise the main events and characters in that scene.
- Remind them of the format, using slide 2.
- Share their document at the end and display on the board while they feedback to the rest of the class.

Lesson 20: Act 3: 1- The Fight Scene

- Slide 1- The end of Act 2. Everything is going well and Romeo and Juliet have just been married. Look at the concerns on this slide. Have any of them been resolved? (Juliet having to marry Paris hasn't been completely resolved...)

- Slide 2- Which problem has not been resolved? Who has “issues” to settle? (Tybalt). Why has this problem just become more complicated? (Tybalt is not related to Romeo through marriage).
- Slide 3- what’s the key quotation that told us Tybalt wanted revenge? (I will withdraw, but this intrusion shall convert to bitt’rest gall)
- Slide 4- Read Act 3: 1, up to line 86. You may want to pause and clarify what is happening at different points.
- Slide 5- How do each of the characters give Fate a helping hand? This slide is a worksheet. Match the character with how they help fate and a quotation.
 - Row 1= Benvolio, Mercutio, Tybalt, Romeo
 - Row 2= Romeo, Benvolio, Mercutio, Tybalt
- Read on: (line 86-end).
- Slide 7- Mercutio’s death. Look at each of the quotations and interpret what he may be thinking and feeling as he says each of them. They should write in the 1st person, as if they are Mercutio. Slide 8 can be a worksheet, or they could just recreate it in their book. (e.g. draw out that he is feeling, angry, in denial, blames others, it’s unfair, wants Romeo to be tortured by what he has done etc.)
- Slide 9- Romeo’s reaction. Copy and complete the sentence to explore Romeo’s moment of reflection. They should be looking for the quotation on lines 109-111. The missing words should be Mercutio and Juliet. The next quotation might be ‘either thou or I, or both, must go with him.’
- Slide 10- the consequences. Romeo is going to receive the death penalty, right? Use lines 177-193 to explain why this isn’t strictly true.
- Slide 11- What happens next? Which of the 3 quotations from this slide gives the audience the most hope? (Fortune’s fool- we hope he realises he’s being toyed with and tries to take things into his own hands). Glimmer of hope? (Woe-end. The misery will end, followed by better times, possibly?) No hope? (Plague- nobody survives! Devastation)

Lesson 21 (Act 3:2 &3) Photocopies needed of the extracts.

- Slide 2- Today, students will approach these scenes as an exam-style task. This slide explains how the exam is set up.
- Slide 3- Starting with Juliet, using the extract, plan and answer the question: How is Juliet’s reaction to Tybalt’s death presented in the extract?
- Slide 4- For the extract (**Act 3:2, L.71-143**), they must do focused language and structural analysis. Read the scene. Find and label the features on the slide.
- Slide 5- What do these features tell us about Juliet’s reaction to Tybalt’s death? Add notes/ annotate their extracts.
- Slide 6- write up their response. 3 PEE paragraphs. There are some reminders on this slide for constructing their paragraphs.
- Slides 7-9. Repeat this process for Romeo now, using **Act 3:3 Lines 1-70**.

Lesson 22 (Act 3:5)

- Slide 1- We’re skipping the end of Act 3:4 and some of 3:5. Give them a summary of what happens in these scenes.

- Slide 2- We'll start reading at line 104, where Juliet is told she'll marry Paris on Thursday.
- Slide 3- Some pre-reading questions. Discuss or make notes in the back of their books.
- Read the scene: lines 104-242.
- Slide 4- spidergram the emotions Juliet feels and support them with a quotation. What has Romeo made her become aware of/ realise? (Excitement, passion, disobedience!, freedom of choice, being loved and admired, Paris likes her because she's a Capulet, rich and has high status; Romeo loves her in spite of who she is).
- Slide 5- Capulet now. Imagine that social services have been made aware of the altercation. Find evidence of verbal and emotional abuse, threats of physical violence, threat of future punishments.
- Slide 6- would anyone take this report seriously during the Elizabethan times? Why not? Answer the question from the slide to tackle this: why is his anger justifiable?

Lesson 23: Act 3 summary

- Act 3 summary lesson, following the same format as other summary lessons.

Lesson 24: Act 4:1

- Slide 1- How well do they remember Act 3? Put the events in order/ create a timeline.
- Read Act 4, scene 1 (lines 1-43). Slide 2.
- How does this part of the scene reinforce our negative perception of Paris? Copy out 2 quotations and explain all the negative things they show about Paris.
- Slide 3. Read to the end of the scene. The Friar sees the difficult and complicated situation Juliet is in and tries to help her.
- Slide 4- Cut out and re-order the explanation of his plan to help her prevent her marriage to Paris. The answers are on slide 5.
- Slide 6- The audience's response. Fill in ideas about positive or negative reactions to the Friar's plans. Copy a version of the slide into their book, rather than photocopy the slide. Students could think about how the audience might be angry that the Friar is making a far-fetched plan, anxious that the plan will go badly and she'll end up dying, frustrated that they concoct a ridiculous plan rather than just tell the truth, grateful that the Friar is trying to help, happy that she might get out of marrying Paris etc.
- How does the audience react to Act 4:1?
- Slide 7- write up a PEE.

Lesson 25: Act 4:3

- It's the night before Juliet's wedding and she is going to drink the potion. List 3 emotions she might feel- positive or negative. E.g. relief that she's going to escape, scared etc.
- Slide 2- Read Act 4:3 l.14-58
- Slide 3- There is a list of emotions that Juliet seems to experience in that speech. Copy the list down from the slide and add a quotation for each one.
 - Fear (various lines)
 - Determination (l.57-58)
 - Lonely/ vulnerable (l.17-18)
 - Suspicious (l.24-27)
 - Sorry for herself (l.19)
 - Uncertain (use of questions)
- Slide 4- when they have their extract question, they will need to do close analysis of language.
- Copy 2 quotations from the previous activity and explode them by identifying the key words and explaining what they suggest about how Juliet is feeling. Perhaps they could choose a language example and a more structural one to analyse.
- Choose one exploded quotation and write a PEE paragraph that answers this question: How are Juliet's feelings presented before she drinks the potion? There are some reminders about the PEE structure on slide 5 to display while they write up their PEE.
- Slide 6- Read Act 4: 5, lines 1-95.
- Someone said: "Lord and Lady Capulet won't be upset when they think Juliet is dead, given that they have as good as disowned her." Is this statement true? Support with a quotation. If they are upset, is there anyone who isn't? Why might they not be? (Friar: he knows the truth).

Lesson 26

- Recap the plenary from last lesson.
- Why do we feel a little annoyed at the reactions of Juliet's parents and Paris? Discuss, then reveal the ideas on the board.
- Slide 3- In this lesson they will essentially be creating an essay to respond to this scene. Look at the 3 reasons why the audience might be annoyed on this slide. Take these one at a time...
- 1) Their grief is dramatic and over-the-top. (Notice use of listing)
- Slide 4- write up a PEE about their grief being dramatic.
- Hear examples.
- Slide 5. 2) They talk about her in a purely positive way. Who has the least right to talk about how amazing she was? Discuss. Then students should decide on one character that they want to focus on. Choose a quotation where their character talks about her in a sickeningly positive way.

- Slide 6- Write up their next PEE.
- Hear examples.
- Slide 7- Finally, look at how their reaction is a contradiction to how they treated her when she was alive. They've probably already written about this. However, this time they should support their idea with a quotation from earlier in the play. They might refer to Act 3, Scene 5 or Act 1, Scene 2 (for Paris).
- Slide 8- write up their paragraph as a kind of conclusion. Sum up why their character is hypocritical.
- Hear examples.

Lesson 27: Act 5: 1

- We're moving onto Act 5, but how well do they know Act 4? Put the events on slide 1 in order.
- Slide 2- Read Act 5: 1. As they read, consider why the audience may feel frustrated with Romeo (impulsive- rushing, thinks he's taking things into his own hands, but actually he's falling into Fate's plans).
- Slide 3 is a printable worksheet for students to complete, looking at Romeo during this scene.
 - Box 1- Draw out his enthusiasm and excitement. He's desperate for news.
 - Box 2- Draw out that he uses religious references to comfort Romeo and soften the blow of the news.
 - Box 3- Draw out that he's actually falling into Fate's plan.
 - Box 4- Draw out his manic determination, his impulsiveness, he's inability to problem solve or think calmly (e.g. go to see the Friar!)
- Slide 4- Balthasar does try to calm Romeo down (lines 27-29). However, he gives up easily. In their books, write down what Balthasar could say to Romeo to calm him down. Include what Romeo is doing wrong and what he should do to handle the situation better.

Lesson 28: Act 5: 3

- How many moments can they recall of Romeo being a lover, not a hater? Draw out his peaceful nature.
- Slide 2- in Act 5, scene 2, we find out that the plague prevented Friar Lawrence's letter from getting through to Romeo.
- Slide 3- Read Act 5: 3, to line 73. What does Romeo (the lover, not hater) do that shocks us? Write down an answer to this question and underneath bullet point 3 reasons why he does this/ what it shows about his state of mind. Include a quotation that shows Romeo's transition from Lover to Hater (e.g. 'Tempt not a desperate man!')
- Continue reading (74-120). Slide 4. Consider Romeo's attitude towards dying.
- Slide 5- Match the quotation with the explanation. For quotation 2, pull out that 'world-wearied flesh' is a bit absurd. He's talking as if he's old, when he's only 16! Actually, this situation is brought on by his immaturity, impulsiveness, recklessness and the naivety of youth.
- Slide 6- bullet point 4 words about the impression of Romeo at this point (e.g. selfish, shallow, naïve, impulsive).

- Slide 7- Read on (l.140-170). This section of the scene ends with Juliet killing herself. Who could have saved her and why didn't they? Discuss. (Friar-worried about being caught).
- Slide 8- match the quotation with the explanation to explore Juliet's attitudes to death.
- Slide 9- underneath, explain whose death audiences might have more sympathy for (Juliet- her situation is more complicated and staying alive would involve getting the Nurse and Friar into trouble, as well as herself).

Lesson 29: Act 5: 3

- Slide 1- How did the Prologue tell us the play would end?
- Read Act 5:3 (188-end). Is the Prologue correct?
- Slide 3 (MAPS)- Who is who? Match the character tagline with the name of the character and complete the quotations to support. All the characters are listed at the bottom.
 - The Dead One= Lady M
 - The Righteous One= Prince
 - Change their ways= Lord C and Lord M
 - It will be the end for them= Lady C
 - The one who feels guilty= Friar
- Slide 4 is for HAPs
- Feedback.
- Slide 5- Why did Shakespeare write this play? Read the sum up of the play on this slide, then answer the questions at the bottom. You may need to discuss these together first, then answer them.
 - 1) It took something drastic to end the stubborn feud.
 - 2) Restrictive and makes people unhappy. Might be forced to take drastic action to get out of it.
 - 3) R+J COULD have had true love, but society made it impossible for them to take things slowly.
 - 4) To show that life can be hard for young people.
 - 5) Adults don't always have children's best interests at heart.
- Hear an example.

Lesson 30 COMPUTER ROOM ADVISED

Acts 4 and 5 summary lesson, as before.

Lesson 31: BEST WORK FOLDER PIECE

- Slide 1- Explain that this is a Best Work Folder piece. It can either be completed under timed conditions (55 minutes) or spread over 2 lessons (1 lesson to plan, one lesson to write).
- Starting with this conversation, explain how far you think Shakespeare presents Lord Capulet as a good father.
- Write about:
 - how Shakespeare presents Lord Capulet in this extract
 - how Shakespeare presents Lord Capulet in the play as a whole.
- [30 marks]
- AO4 [4 marks]