

Romeo and Juliet

Low Ability

Aims

- To provide pupils of low ability easy access to Shakespeare's Romeo and Juliet.
- To give pupils to write in a variety of styles.
- To offer activities of a varied nature which will foster enjoyment of the text.
- To develop pupils' skills in responding to the text and offering opinions.
- To develop pupils' abilities as listeners, viewers and speakers through a variety of activities which incorporate the opportunity to work individually, in pairs and as part of a group.
- To encourage pupils to develop and articulate an informed personal opinion about their reading.
- To provide a scheme of work which will foster enjoyment of Shakespeare.

Key Skills

ORACY

- 1.1 Talk in a range of purposes including
 - Exploration and consideration of ideas and literature.
 - Analysis
- 1.2 Talk in a range of contexts.
- 1.3 Participate in a wide variety of drama activities, including role-play, and in the performance of scripted plays.

- 2.1 To make different types of contributions in discussion, adapting their speech to their listeners and to the activity.
- 2.2 Consider their choice of words and the effectiveness of their expression.
- 2.5 Take different views into account in discussions
- 2.6 Sift, summarise and use salient points, site evidence and construct persuasive arguments.
- 2.9 Identify the major elements of what is being said.

- 3.2 Use standard English vocabulary and grammar, and to recognise its importance as the language of public communication.

READING

- 1.2 Read literature that extends pupils' understanding of drama in performance.
- 1.5 Read at least one play by Shakespeare.

- 2.2 Respond, both imaginatively and intellectually, to the substance and style of what they read.
- 2.3 Reflect on the motivation and behaviour of characters, the development of the plot and the overall impact of a text.
- 2.6 Consider how texts are changed when adapted to different media.
- 2.7 Analyse and engage with ideas, themes and language in drama.
- 2.8 Extract meaning beyond the literal.

- 2.9 Analyse and discuss alternative interpretations, unfamiliar vocabulary and hidden meanings.
- 2.13 Evaluate how information is presented.

WRITING

- 1.1 Write for a variety of purposes and develop their own distinctive and original styles.
- 1.2 Write to inform, instruct, explain, argue, narrate, report, describe and persuade.
- 1.3 Write in a range of forms.
- 1.4 Write for specific readers.
- 1.5 Write for aesthetic and imaginative purposes.
- 1.6 Use writing for thinking and learning.
- 2.1 Improve and sustain their writing, developing their competence in planning, drafting, redrafting and proof-reading their work.
- 2.2 Write with fluency and, when required, speed.
- 2.3 Make full use of presentational devices.
- 2.10 Use neat, legible handwriting.
- 3.1 Analyse their own writing, reflecting on the meaning and clarity of individual sentences.
- 3.4 Use standard English except where non-standard forms are required.
- 3.10 Organise whole texts effectively.

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Scheme of Work (low ability)

Activity One

- Introduction to the story line through the prologue. (See Worksheet One)
- Familiarity with names and households. Give name cards to pupils and brief description of who they are. Class stands in a big circle. To start the game, Prince Escalus crosses the circle to Lord Capulet saying, 'Prince Escalus to Capulet'. Capulet then immediately crosses the circle to someone else, saying 'Capulet to Paris'. Paris then crosses to someone else and so on. Pupil always says his/her name first and then crosses. Speeding up can make this more fun.
- Once everyone has had a turn, each person walks to the middle and says, 'I am _____ and I belong to the _____ household', then returns to his/her place. After each has had his or her go, say whether they think they are important or not and why.

Activity Two

- Character profiles. Pupils are given a brief description of the character they played in the previous lesson. They have five minutes to read the description and try and absorb as much as possible about their character.
- Then go round the class and tell each other a little about their character.
- Teacher then asks questions (see worksheet) about a character. The class guess who it is. 2 points for the name of the character, 1 point for the name of the pupil playing the part. (Small prize/credit for the winner of the game)
- Pupils write a paragraph about what they have learned about the play so far in their exercise books.

Activity Three – The Prologue

- Using the video of the play, listen and watching the opening chorus. Tell the pupils to listen to the words spoken and to try and remember three of them. Pool the words together on the board. What idea do they get of the play from this.
- Give out Worksheet One. Pupils read the Shakespearean version. Then in pairs, try and match the modern version. Cut them out and stick them in their books.

Activity Four – Act 1 Scene i

- The Third Civil Brawl. Watch the fight on the video. Then fill in the work sheet as to what happened. From this work sheet, pupils write a newspaper report on the brawl.

Activity Five – Act 1 scene iv

- The Capulet Party. Pupils read the sheet called **Tybalt's Fury**. Then using any of the frameworks provided, write a diary entry from Tybalt's point of view about the night in question. Pupils might like to watch the video of this scene.

Activity Six – Act 1 scene iv and Act II scene I

- Romeo falls in love. Read the script on this. Then pupils do activity called 'Break the Code' working out the love letter Romeo might have sent Juliet.

Activity Seven – Act 2 scene iii

- Romeo goes to see Friar Lawrence. Pupils are given the worksheet on this scene. It is a cut and paste exercise. Pupils cut the words spoken by the characters up and then put them in the correct order. Afterwards, read out the scene.
- Write a paragraph on what has happened in the scene. Focus on why Friar Lawrence thinks their marriage might be a good thing.

Activity Eight – Act 2 scene vi and Act 3 scene i

- Romeo and Juliet get married. Read the two scenes. Then watch the fight on the video. Pupils then do a story board on the scene, using the pictures from the film.
- For those that finish early there is an extension sheet entitled '**Check Your Knowledge**'.
- Look at the cartoon in which the speech has been blanked out of the Prince being told about the killings by Benvolio. There is an accompanying sheet of quotes. Pupils decide first of all who said what out of the three characters involved in the scene. Then they fit them into the empty speech bubbles.

Activity Nine – Act 3 scene v

- Romeo and Juliet spend their wedding night together and then Romeo leaves in the morning. Juliet finds out she has to marry Paris.
- Discuss what has been learnt about Lord and Lady Capulet in this scene.
- If time, there is the possibility of doing a wanted poster on Romeo here.

Activity Ten – Act 4 scene i

- Juliet goes to see Friar Lawrence to ask for his advice. A plan is made to get Juliet out of the wedding.
- Using the worksheet, Pupils cut down the letter Friar Lawrence might have sent to Romeo.

Activity Twelve – Act 4 scenes ii, iii, iv & v, Act 5 scenes i & ii

- Pupils read through these scenes and then do the crossword on the worksheet.

Activity Thirteen – Act 5 scene iii

- The final scene of the play. Afterwards, pupils do the work on **Who is to Blame**. The first sheet has anagrams of the names of people who might be to blame. They unravel the names and then put the correct names against the reasons given.
- Debate. Who is to blame?
- After debate, do the written assessment task for the SATS on the same topic.

Essay – assessed. Who Do You Think Is Most to Blame for the Deaths of Romeo and Juliet?

Worksheets: Blame boxes – pupils read through them and then cut them out putting them in order from the most to blame to the least to blame.

Framework – pupils fill in the structure given on the worksheet for the first paragraphs and then adding two more of their own, write it in their exercise books. Then they must re-draft and write it up on A4 paper for Teacher Assessed Shakespeare Task.

Vocabulary

Feud
Brawl
Vengeance
Revenge
Anger
Friar
Passion
Hatred
Love
Tragedy
Fate
Romeo
Juliet
Capulet
Montague
Mercutio
Benvolio
Prince Escalus
Monastery
Nunnery
Tabloid
Diary
Poster
Banish
Banishment
Poison
Dagger
Sword
Justice
Sentence
Riot