



Romeo and Juliet

Teaching pack
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Introduction

This GCSE pack is designed as a route through *Romeo and Juliet*, with teaching ideas, accompanying resources and suggestions for differentiation. The pack is based on the core assessment objectives for GCSE English Literature (2015) and is designed to be flexible, creative and engaging. It contains all of the resources you need for teaching this unit of work, most of which were written specifically for this pack.

The pack has been devised for use with the AQA, Edexcel, OCR and WJEC Eduqas specifications for GCSE English Literature. The activities and ideas will help students to develop a close understanding of the text, explore its social, cultural and historical contexts, consider Shakespeare's intentions and staging options, and analyse his use of language and structure.

The pack has three to four lessons per act, with a selection of starter, main and plenary activities (that you can mix and match), as well as exam practice questions specific to each exam board.

Throughout the pack, you'll find activities that directly address the GCSE English Literature exam assessment objectives. To help you select the activities most relevant to the outcomes for which you're teaching, we've included specification grids and have matched the activities to the appropriate assessment objectives.

You will find links to resources and interactive resources on the Teachit English site where applicable.

Our thanks go to contributor Annabel Wall who has written this pack and the accompanying resources.

If you have any questions about the pack, please get in touch: email support@teachit.co.uk or call us on 01225 788850. Alternatively, you might like to give some feedback for other Teachit members - you can do this by adding a comment on the [Romeo and Juliet teaching pack page](#) on Teachit English.

Act 1

Lesson 1 - A brawl (Act 1, Scene 1)

Starter activities

- ♥ **Thinking about themes:** Recap the meaning of a *theme* (the main ideas and concerns in a text). Using **Resource 1**, show students a series of images and ask them to note down what themes are suggested by the images. Then ask students to read the Prologue in pairs and note down any short quotations that link to these themes. (A01)
- ♥ **Trailer themes:** Show students the trailer from Baz Luhrmann's *Romeo and Juliet* from 1996 (<https://www.youtube.com/watch?v=4VBsi0VxiLg>). You could show the short clip with the sound turned off to avoid too many spoilers. Pause the trailer at certain images and ask students to note down what theme is suggested (e.g. the image of the Friar in the Church might suggest the theme of religion). (A01)

Other possible themes to look for include:

- ♥ conflict
- ♥ hate
- ♥ love
- ♥ family
- ♥ friendship.

Main activities

- ♥ **Fighting in the streets:** Read Act 1, Scene 1 until the end of the Prince's speech. Ask students to think about what themes are being shown at the start of the play. Using **Resource 2**, allocate key lines from the scene to two different sides of the classroom. Ask the two groups to stand facing each other. The two sides must take turns to shout out their lines in unison. Ask the class how the audience would feel at

this point in the play. Why did Shakespeare choose to begin the play with a fight? Why is it important that the theme of conflict appears early in Act 1? (A01)

- ♥ **Thinking about language:** Using **Resource 3**, give students the meaning of the word 'bawdy' (i.e. making comical comments on sexual subjects). Read the scene and ask the class to work in groups of three to find examples of bawdy language in the scene. Why would the audience find some of these lines amusing? Why is there comedy just before violence? Ask the groups to find examples of the following types of language: (A02)

- ♥ aggressive
- ♥ conciliatory
- ♥ commanding.

Plenary activities

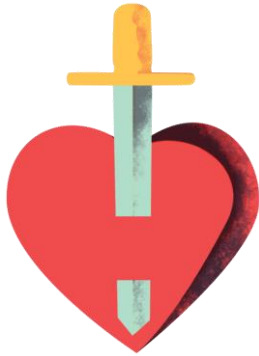
- ♥ **What are the questions?:** Ask students to think of possible questions for the following answers: (A01)

- ♥ a brawl
- ♥ it's a very insulting gesture
- ♥ two servants from the house of Capulet
- ♥ Escalus
- ♥ the death penalty
- ♥ honour.

- ♥ **The start of the feud:** In pairs, ask students to discuss what could have caused the feud between the Capulets and Montagues. What modern day feuds/conflicts can they think of? Why are many of the play's themes still relevant to our lives? (A03)

Thinking about themes

What themes are suggested by these images? For example, the dagger and heart might suggest love and violence. Write single words and phrases around each of the images.



Fighting in the streets

Use the line from the play that your teacher has allocated to you. Think about how to use your voice to deliver your line.

You could alter your:

- ♥ volume
- ♥ pitch
- ♥ tone
- ♥ pace

To show:

- ♥ a mocking tone
- ♥ aggression and anger
- ♥ excitement at the possibility of a fight
- ♥ fear about the possibility of a fight

You could also think about:

- ♥ your pose (the way you stand)
- ♥ your facial expression
- ♥ your gestures

Montagues	Capulets
Do you bite your thumb at us, sir?	I do bite my thumb, sir.
Do you bite your thumb at us, sir?	Is the law of our side, if I say ay?
Quarrel sir? No, sir.	If you do, sir, I am for you. I serve as good a man as you.
No better	Yes, better, sir.
You lie	Draw, if you be men

Thinking about language

Find three examples of bawdy language in this scene.

1. _____
2. _____
3. _____

Extra thinking: Why would the audience find some of these lines amusing? Why is there comedy just before violence? What does this language reveal about the characters' attitudes towards relationships with women? Would a modern audience find this language amusing or offensive?

Skim read the fight scene and find examples of the following types of language.

Type of language	Quotation	Who is speaking?
Aggressive		
Conciliatory		Benvolio
Commanding		