



# English Mastery

## Year 9 Unit of Work

### Literature Unit 2: 'Romeo and Juliet' by William Shakespeare Traditional Pathway

	Lesson title	Key knowledge	Teacher notes
Week 1	Context, plot, the Prologue	Revising some Elizabethan era knowledge from previous units; key traits of a tragedy; the Prologue tells the audience the story of the play and shows some tragic conventions; the prologue is a sonnet; Whoosh through the whole plot of the play; Romeo and Juliet have a tragic fate.	
Week 2	The feud, tragic conventions	The Montagues and Capulets are in a feud; anyone else caught fighting will be put to death; studying A C Bradley's theory about the role of a tragic hero: tragic heroes are high status, active and their story ends in death; Paris wants to marry Juliet; Juliet is passive.	
Week 3	Capulet's ball	Romeo and the Montagues attend a Capulet party; Romeo and Juliet fall in love at first sight; the lovers use romantic language and religious imagery in their sonnet; the lovers realise they are from feuding families; studying A C Bradley's theory about tragic structure.	
Week 4	The balcony scene, the wedding.	Romeo and Juliet both declare their love for each other in soliloquies; Juliet does not know Romeo is listening; Juliet thinks of practical solutions to their problems; Romeo uses hyperbole; Juliet demands marriage; the couple are married the next day by Friar Lawrence; the Friar warns about loving too quickly and passionately.	
Week 5	Tybalt and Mercutio's deaths, exile, Lord Capulet and Juliet, foreshadowing	Mercutio is killed during a fight between the Capulets and Montagues; Romeo refuses to fight Tybalt as they are family; Lord Capulet is sure Juliet will agree to marry Paris; Elizabethan women had to obey their parents; Romeo kills Tybalt as revenge for Mercutio's death; he is exiled from Verona; Romeo and Juliet's deaths are foreshadowed.	
Week 6	Friar Lawrence's plan, Romeo's death	Juliet is told she will marry Paris in three days' time; Lord Capulet is angry when Juliet refuses; Juliet threatens to kill herself – the Friar suggests a plot to fake her death instead to unite her with Romeo; Romeo believes Juliet is dead and so poisons himself in the Capulet tomb.	
Week 7	Juliet's death, The end, Assessment	Juliet discovers Romeo's body and stabs herself; Juliet's final actions mirror her and Romeo's first meeting; Juliet has become more active across the play; the two families come to a truce; revising tragic conventions and the use of a thesis.	

# Week 1

## Key vocabulary:

tragedy, tragic, Elizabethan, genre, Verona, city-state, Prologue, Chorus

### Lesson 1

#### Mastery Content

- Shakespeare wrote comedies, tragedies, and history plays
- 'Romeo and Juliet' is a tragedy
- The play is set in the city-state of Verona

#### Lesson guide

**Do Now:** What do students already know about the play 'Romeo and Juliet'?

#### Shakespeare

Introduce the play that students will be studying this term: 'Romeo and Juliet'. It continues on from the work students have completed on 'A Midsummer Night's Dream' and 'The Tempest' from previous years. Students use the images to recall the similarities between the two plays.

#### Genre

Recap the conventions of a comedy. Students generate ideas for the conventions of a tragedy.

#### Tragedy / Tragic

Introduce and recap the two words, with examples. It is probable that the two words will be familiar to students, but make it clear that the words are not used in a colloquial sense; they are precise terms which can be used to describe and analyse genre.

There is a check for understanding quiz to check that students are comfortable with using the word in different senses.

#### Information on 'Romeo and Juliet'

Students have already covered a lot of the most important contextual information concerning the play in previous units. The resource succinctly summarises the most pertinent information and relates it to 'Romeo and Juliet'.

There are check for understanding questions following the resource which you may wish to ask students to capture in their books, as this information will remain relevant throughout the unit.

#### Genre

Tragedy remains a popular genre today – provide examples to students. Students need to think about why tragedy remains such a pervasive and lasting genre for art.

#### Mastery Quiz

Ask students to complete the quiz.

#### Resources

Introduction to Romeo and Juliet

### Lesson 2

#### Mastery Content

- The plot of 'Romeo and Juliet'
- The Prologue describes what will happen in the play
- The Prologue is a sonnet
- The Prologue outlines the main themes and conflicts of the play
- 'Romeo and Juliet' has a number of tragic conventions

#### Lesson guide

**Do Now:** Make a list of at least three things you remember about the setting of 'Romeo and Juliet'.

**Extension:** Make a list of reasons why Shakespeare might have chosen this setting.

#### Recap

Recap the setting of the play.

#### Prologue

Introduce the context of the Prologue. It is the first time students will have encountered this convention. In 'Romeo and Juliet', the Prologue is spoken by the Chorus, a narrator-type figure. Make it clear that the Chorus is **not** a character in the play. Their role is to explain what happens, and to prime the audience for what is about to unfold.

#### The Prologue

Read the modern version of the Prologue. It introduces the setting and the main characters and conflict. In the next lesson, students will examine the Prologue in thorough detail; it is introduced here before students encounter the plot of the play with a Whoosh.

#### Whoosh!

A whoosh is a group performance activity where students take it in turns to perform different parts of a story. It is fast moving and involves the whole group – to find out more about how to conduct a whoosh, take a look at these resources:

[YouTube guide](#)

#### Tragedy

Recap the three features of tragedy that students revised last lesson. Students need to use the plot of the story to explain how 'Romeo and Juliet' is a tragedy.

#### Mastery quiz

Students complete the mastery quiz.

#### Resources

Romeo and Juliet  
Whoosh!  
The Prologue clean copy

# Week 1

## Key vocabulary:

tragedy, tragic, Elizabethan, genre, Verona, city-state, Prologue, Chorus

### Lesson 3

#### Mastery Content

- The Prologue outlines the main themes and events of 'Romeo and Juliet'
- Romeo and Juliet are 'star-crossed lovers'
- The Prologue describes the tragic plot and themes of the play

#### Lesson guide

**Do Now:** Explain what a prologue is, and what you remember about the Prologue of 'Romeo and Juliet'.

#### Recap

Recap what prologue is, and the function of the Prologue in 'Romeo and Juliet'. (p<sub>r</sub>ologue – general concept; P<sub>r</sub>ologue – specifically 'Romeo and Juliet')

#### Close reading

The Prologue is dense and literary. It is one of the most famous parts of the play, and one which continues to engage and stimulate readers and audiences. To engage with the Prologue, students will embark on a **close reading** of the text. This involves lots of reading, re-reading and annotation.

The PPT guides students through the close reading, but there is also a teacher's annotated version of the Prologue for your reference, which also contains the teaching sequence for the close reading along with explanatory notes with rationale.

#### Tragedy

Following the close reading, students write a paragraph on this question:

How does Shakespeare make it clear to an audience that 'Romeo and Juliet' is a tragedy in the Prologue?

There are sentence starters here to help guide students through the paragraph and generate relevant content for their paragraph.

#### Mastery quiz

Students complete the mastery quiz.

#### Resources

The Prologue Annotated teacher copy  
The Prologue Clean Copy  
Prologue Close Reading Teacher Guide  
Reading Reconsidered – Close Reading Chapter

# Week 2

## Key vocabulary:

exposition, rising tension, catastrophe, tragedy, tragic, structure, hero, plot, obedient, submissive, metaphor, juxtaposition

Lesson 4

### Mastery Content

- The Montague and Capulet families hate each other violently
- The city of Verona is ravaged by the fighting between the two families
- The Prince says that any more fighting will be punished by death

### Lesson guide

#### Do Now

##### Why did Romeo and Juliet have to keep their love a secret?

**Extension:** What other novels, plays, or poems are about a love that must be kept a secret?

##### Vocabulary: Feud

Teach the word 'feud', along with examples to illustrate the word's meaning. You may wish to provide further examples or counter-examples to further clarify.

Revisit the Prologue to establish how intense and severe the feud between the families is. Iterate how much the Montagues and Capulets truly hate each other.

##### Montagues and Capulets

Relate the word 'feud' to the two families in 'Romeo and Juliet', the Montagues and Capulets.

Note that these crests and colours will be used throughout the unit of work. You may wish to make this explicit to students at this point to help avoid confusion later in the unit.

##### The text

Introduce the textbook you are using, directing students to the relevant parts which will be useful. You may want to read the details about the Chorus on page 2 if you feel it will help.

##### Reading: Act 1 Scene 1

Students may recall the events from the opening of the play from the Whoosh from the previous lesson where a violent fight breaks out in Verona. Read the extract until Tybalt joins the fray.

There are some check for understanding questions here to assess students' comprehension of the passage.

\*Note – In this lesson, we implicitly introduce the convention of (Act.Scene.Line) – you may want to explain this to students to make it explicit.

##### The fight escalates

In groups of four, students re-read the passage with expression and continue reading until Prince Escalus breaks up the fight.

The re-reading is deliberate as this is one of the first times students will read Shakespeare independently in this unit. They should be more comfortable with reading after an initial read-through with the class before attempting the passage independently.

##### Reading: Prince Escalus

Introduce Prince Escalus' character. Re-iterate his importance as the ruler of Verona and his influence in the city.

Continue reading to the end of the Prince' address to the families. Students can write down their answers to the questions before discussing with a partner – this may help you to check how well students have understood the passage.

##### The Feud

Return to the word feud, and look closely at how different characters feel towards the feud between the two families.

Following this, there is an opportunity for students to write about the feud between the families in Act 1 Scene 1.

##### Mastery quiz

Students complete quiz.

### Resources

# Week 2

## Key vocabulary:

exposition, rising tension, catastrophe, tragedy, tragic, structure, hero, plot, obedient, submissive, metaphor, juxtaposition

Lesson 5

Mastery Content

- Shakespearean tragedies concern high status characters
- Tragic heroes are active: they take actions which result in their demise
- Tragic heroes have tragic flaws: what makes them special also leads to their downfall
- Shakespearean tragedies end in catastrophe: the death(s) of the hero(es)

Lesson guide

**Do Now:** Which of these characters could be described as a hero? Why?  
**Extension:** Are heroes always characters with a high status or a low status?

### A C Bradley

Introduce A C Bradley, and his writing. You may want to explain what literary criticism is. Shakespeare is such a significant and important writer that people have studied him for centuries. Some people dedicate their entire lives to reading and writing about Shakespeare. At university, students will read critical essays and research about the books they study, not just the primary texts. In today's lesson, students will take a scholarly approach – they will read a secondary text about Shakespeare and relate it to their study of 'Romeo and Juliet'.

### 'The Substance of Shakespearean Tragedy'

Read the essay. You may want to direct students to what they will be looking at afterwards to ensure that the reading is focussed.

**NB** – this is a general essay on tragedy as a genre – it is not specifically about 'Romeo and Juliet' (but it has been edited to only contain information pertinent to the play). You may need to remind students that Shakespeare wrote many tragedies, and this essay characterises the conventions of (nearly) all of them.

### Tragic hero

Students need to re-examine the essay to extract information about what makes a tragic hero.

Model this first with what makes a tragic plot (there are only a few lines on this). There is a model for what to underline and mark, and how to convert this into detailed and clear notes.

### 'Romeo and Juliet' as tragedy

Using their knowledge of the play (from the Whoosh, Prologue, and Act 1 Scene 1), students need to annotate their notes with how A C Bradley's essay on tragedy relates specifically to 'Romeo and Juliet'

### Tragic flaw

'Tragic flaw' is taught explicitly and related to Juliet. Students then consider what makes her a tragic hero, based on what they know so far.

### Mastery Quiz

Students complete the quiz.

Resources

A C Bradley – Lecture 1 –  
The substance of  
Shakespearean Tragedy

Lesson 6

Mastery Content

- Paris wants to marry Juliet
- Lord Capulet gives his consent, but says that Paris must woo Juliet
- At this point in the play, Juliet is passive and obedient

Lesson guide

**Do Now:** Why would men in Verona want to marry Juliet, Lord Capulet's daughter?

**Extension:** What kind of men would Lord Capulet approve of? Who would he disapprove of?

### Review

Review Lord Capulet's status in the city and why people would want to be close to him. Review relationship between Juliet and her father.

### Reading: Paris and Capulet

Read the passage where Paris talks to Lord Capulet about marrying Juliet. Capulet gives his permission, but says that Paris must also win Juliet's heart for the consent to stand.

There are some True/False questions following the reading to check for understanding.

### Capulet's advice

In the discussion, Lord Capulet gives advice to Paris. Student need to explore what advice he gives: Capulet tells Paris to enjoy the party and to look for other women who are not his daughter. He is likely testing Paris' faith to Juliet: if he is prepared to abandon Juliet at the first opportunity (a few hours later!) then there is no way that Paris should marry his daughter! Equally, Capulet may be stalling: Juliet is his only daughter, and he – at this point – may want to delay Juliet's marriage.

### Juliet hears Paris' proposal

Introduce Juliet, Lady Capulet and the Nurse. You may want to make the relationship between the three characters clear, including how the Nurse is likely to be Juliet's confidante.

Read the discussion between the three women.

Compare the advice Lady Capulet gives Juliet to that of Lord Capulet to Paris. How are they similar and different?

### Juliet as a tragic heroine

Review the feature of Shakespearean tragedy: the hero(ine) takes action - they are active.

Re-read Juliet's contributions in this scene, and decide how she acts in the conversation. She is certainly not active!

### How does Shakespeare present Juliet

There is an opportunity for students to write up their discussion about Juliet's presentation in this scene.

### Mastery Quiz

Students complete the quiz.

Resources

# Week 3

## Key vocabulary:

shrine, palm, sonnet, status quo, soliloquy, hyperbole

Lesson 7

### Mastery Content

- Romeo and the Montagues infiltrate the Capulet ball
- Romeo sees Juliet for the first time
- Romeo describes Juliet's beauty using poetic language

### Lesson guide

**Do Now:** Who are these characters?

How do they feel about Paris' proposal to marry Juliet?

**Extension:** Whose opinion should Juliet value the most? Why?

**Review**

Recap Paris' proposal to Juliet and the different characters' responses to it.

**Capulet's ball**

Introduce the context of the ball: as everyone will be wearing masks, it will be impossible to tell who is who. This allows Romeo and his friends to sneak in without being detected.

**Reading: the ball**

Read Capulet's welcome to the ball. The scene is light and agreeable: there is no sense of the tragedy which will come later.

Shakespeare is establishing the tone which will allow for Romeo to fall in love with Juliet.

Following the reading, students need to identify quotations which show that Lord Capulet is in a merry mood. The scene is festive and jolly.

**Romeo sees Juliet for the first time**

There are two different versions of the scene where Romeo sights Juliet for the first time. You may wish to watch them both to emphasise the romance and importance of the moment.

The Zeffirelli edition is used first to make sure that students can see the play in a historically accurate setting. You may want to make it clear that the Luhrmann edition is a radical modern version, and that there weren't actually fishtanks and angel wings in Shakespeare's theatre!

**Romeo sees Juliet for the first time**

Read Romeo's speech. There is a sequence of activities that identify Shakespeare's use of juxtaposition to accentuate Juliet's beauty.

**Analysis**

Following the identification of the juxtaposition, students will need to complete (at least) a paragraph on the question posed. In order to assist them, there is a clear topic sentence provided which will give structure and direction to their answer.

**Mastery Quiz**

Students complete the quiz.

### Resources

# Week 3

## Key vocabulary:

shrine, palm, sonnet, status quo, soliloquy, hyperbole

### Lesson 8

#### Mastery Content

- Romeo meets Juliet for the first time
- Their first exchange is a sonnet
- They talk in religious imagery to each other
- Romeo asks to kiss Juliet; she eventually relents
- The two have fallen in love with each other
- Both lovers realise that they have fallen in love with someone from their family's mortal enemy

#### Lesson guide

**Do Now:** Make a list of all the things that we have found out about Romeo at this point in the play.

**Extension:** Why is he in danger?

#### Romeo

Recap Romeo's character. We do not know an awful lot about him *at this stage in the play*. It is important to distinguish between what we discovered about Romeo in the previous lesson and what students recall about him from the Whoosh or prior study.

#### Imagery

Re-establish the scene: Romeo and his friends have snuck into the Capulet's ball.

The first meeting between the two lovers is an iconic and important part of the play. However, it is full of oblique imagery. The content here is an elaboration of the information in the Cambridge School Shakespeare edition of the play.

#### Romeo and Juliet's first meeting

To understand the interactions in this scene, it may be easier to watch a video clip first. There is a clip from the Zeffirelli edition of the film.

#### Romeo and Juliet's first meeting: structured close reading

Introduce the exchange as a sonnet, signalling that it is about love and a significant passage which warrants closer study.

Re-read the scene. The resource can help to gloss understanding and to clarify the religious imagery being used, and how both Romeo and Juliet use it.

Following the reading, students need to identify all of the times Romeo talks about lips and kissing. There is an opportunity for students to discuss this, and to write one clear, detailed sentence about this.

After, students identify how Juliet responds by talking about hands and prayer. Again, there is an opportunity for students to write one clear and detailed sentence about this.

#### Juliet

The sentence stems in the previous activity are intended to clarify characters' feelings and intentions. However, Juliet's response to Romeo is unclear when read. Students can discuss how Juliet responds to Romeo, and why.

#### Paragraph

Students bring together their two sentences and their discussions to compose a detailed paragraph on Romeo and Juliet's feelings towards each other in this passage.

#### My only love sprung from my only hate

Continue reading the rest of the scene, where the two lovers realise that they are from warring families. The quotations here will allow you to check for students' understanding.

#### Revision

Students have considered Romeo and Juliet's initial reactions to each other, but the scene ends with a stark realisation. Students need to add a final sentence to their previous paragraph which shows that they recognise they are from warring families.

#### Mastery quiz

Students complete the quiz.

#### Resources

#### Romeo and Juliet's First Meeting

# Week 3

## Key vocabulary:

shrine, palm, sonnet, status quo, soliloquy, hyperbole

### Lesson 9

#### Mastery Content

- The status quo is the situation that exists now, without any changes.
- The exposition establishes the status quo of a Shakespearean tragedy
- During Rising Tension, the heroes have to overcome obstacles
- The crisis is the turning point: after this, the heroes head towards catastrophe

#### Lesson guide

**Do Now:** What were the main features of a tragic hero?

**Extension:** Has Juliet shown herself to be a typical tragic hero?

#### Tragic hero

Recap the conventions of a tragic hero from Bradley's first lecture. Draw the contrast to Juliet's submission to her mother in the first scenes to her more active and decisive character when she meets Romeo.

#### Tragic plot

Previously, we have looked at stories' plots. For instance, when writing an allegory students looked at the beginning, a problem, and a resolution.

When analysing structure, students need to have more specific and sophisticated terminology to analyse structure with precision.

#### Status quo

Introduce the term 'status quo'. Give examples, including some from texts they have already studied. In all literature (and all narratives, really), the protagonists attempt to disrupt or break away from the status quo, thus creating dramatic tension.

#### A C Bradley: Construction in Shakespeare's Tragedies

Introduce the context of the lecture students will be studying, and how it will prepare them to discuss the tragic structure of the play.

Read the article. There are some check for understanding questions following the reading to assess students' comprehension of the article.

#### Tragic form in 'Romeo and Juliet'

Now that students have read most of the exposition to 'Romeo and Juliet' and the lectures on tragedy by A C Bradley, they can complete notes on the tragic form in the play.

Direct students to relevant sections and passages to complete the resource. This document will help to focus their attention to the overall construction of the play, and alert students to Shakespeare as a writer working on his craft. The story is not a surprise or a fluke; Shakespeare was creating a specific narrative arc that shows a character's rise and tragic fall, with an aim to have an effect on the audience.

#### Mastery Quiz

Students complete the quiz.

#### Resources

Tragic conventions in Romeo and Juliet  
A C Bradley – Lecture 2 – Construction in Shakespeare's Tragedy



# Week 4

## Key vocabulary:

soliloquy, friar, tragedy, tragic, conventions, juxtapose, juxtaposition, stage directions

Lesson 10

Mastery Content

- In a soliloquy, Romeo describes Juliet's beauty
- Hyperbole is exaggeration
- He uses hyperbole to describe her which also reveals his unrealistic attitude to her and their relationship
- Juliet is practical: she identifies the obstacle and proposes a way to overcome it

Lesson guide

**Do Now:** How would you describe Juliet when she was talking with her mother and the Nurse? How would you describe Juliet when she was talking with Romeo for the first time?  
**Extension:** Does she seem different in each scene? Why?  
**Soliloquy**  
Recap the events preceding this scene. Romeo is in Capulet's orchard, about to make a soliloquy. We have looked at what a soliloquy is in previous Shakespeare units.  
**Romeo's soliloquy**  
Romeo's soliloquy is full of obtuse astrological imagery which can be hard to understand, so make it clear what Romeo is saying before reading. It is important to recognise how absolute his adoration of Juliet is when reading. Following the reading, students work in pairs to find examples of Romeo exaggerating Juliet's beauty. The quotations students select here will provide an opportunity to check for understanding of the passage.  
**Hyperbole**  
Here, we introduce the literary term hyperbole as Romeo exaggerates Juliet's beauty. There are some examples here as well to help clarify the term (note that some of these examples of hyperbole are also metaphors). More importantly than the term is its purpose and effect: why has Shakespeare made Romeo speak in this way? He is shown to be impractical and unrealistic. As romantic as we find this, it will not stand him in good stead when it comes to making the relationship work. This is a stark contrast to Juliet's soliloquy, where she is pragmatic.  
**Juliet's soliloquy**  
Introduce the context of Juliet's soliloquy: she thinks she is alone, but Romeo is listening below. After reading the soliloquy, students need to identify the obstacle that Juliet discusses, and the solutions she proposes. This will allow you to check for understanding of the passage.  
**Explaining the soliloquies**  
There is an example of an explanation of Romeo's soliloquy which identifies how he talks and what it reveals about his character. Students need to imitate this paragraph and write about Juliet.  
**Juliet's Fatal Flaw**  
Students discuss how Juliet's fatal flaw starts to appear in this scene.  
**Mastery quiz**  
Students complete the quiz.

Resources

Lesson 11

Mastery Content

- Romeo and Juliet declare their love for each other
- They agree to marry
- Juliet becomes confident and assertive. She acts with agency
- Her personality has developed and changed from Act 1

Lesson guide

**Do Now:** How are Romeo and Juliet similar at this point in the play? How are they different?  
**Extension:** Do their similarities and differences make them well-suited to each other?  
**Recap**  
Recap the location of the scene: Romeo is in Capulet's orchard listening to Juliet talk. Both characters have soliloquised about their love for each other, but in the following scene they will tell each other their true feelings.  
**Act 2 Scene 2**  
Students will read a slightly abridged version of the scene for ease (the original is slightly repetitive and there are some unnecessary passages). Read the passage.  
**Act 2 Scene 2**  
The subsequent activity asks students to divide the scene into sections relating to the summary sentences at the top of the pages. This is the check for understanding task for this passage, as students will need to mark precise passages to show that they understand where the different parts take place.  
**Juliet**  
Return to Juliet's presentation in Act 1 Scene 3, where she was a meek, quiet and obedient daughter. Review the model paragraph – and student paragraphs – from this scene (Lesson 5)  
**Juliet**  
Re-read the second page of the passage from today's reading. Here, Juliet is a different woman. Students need to re-read the extract and devise a list of words which describe Juliet in this scene. Review.  
**Juliet**  
Following this, students need to write their own paragraph on how Juliet is presented in Act 2 Scene 2. You may wish to use the model paragraph from Act 1 as a model to start writing.  
**Mastery quiz**  
Students complete the quiz.

Resources

Romeo and Juliet exchange vows

# Week 4

## Key vocabulary:

soliloquy, friar, tragedy, tragic, conventions, juxtapose, juxtaposition, stage directions

Lesson 12

Mastery Content

- Romeo and Juliet get married in secret
- The Friar warns Romeo about loving too intensely
- Romeo and Juliet's intense, passionate love for each other is what makes them exceptional
- This will also bring about their tragic end
- Friar Lawrence believes that the marriage of Romeo and Juliet will unite the Montagues and Capulets

Lesson guide

**Do Now:** What is this picture illustrating?

What did Romeo and Juliet say to each other?

**Extension:** Where did the scene take place? Why was this important?

**Recap**

Recap the balcony scene where Romeo and Juliet announce their love for each other.

**Friar Lawrence**

Introduce the Friar and his relationship with the warring families. He is neutral, and would want to see peace in the city just like Prince Escalus. Likewise, the chapel would be a neutral location where no fighting or feuding would be accepted.

**Friar Lawrence**

Read Friar Lawrence's decision to marry Romeo and Juliet. Establish the context of his agreement to marry them: he thinks that he will be able to bring peace to the feuding families by uniting Romeo and Juliet in marriage (He is, of course, ironically able to do this, but it is their deaths that resolves the feud, not their marriage).

**Romeo and Juliet wed**

Read the scene where Romeo and Juliet wed. This is what Bradley would call the 'crisis' of the play: the moment when the characters get exactly what they want. After this, the tragic plot unfolds.

There are some check for understanding questions following the reading which will allow you to assess students' comprehension.

**Romeo and Juliet's exceptionalism**

Discuss and elicit that it is the intensity of Romeo and Juliet's love for each other that makes them exceptional. Even in modern culture, we know that Romeo and Juliet are intense and devoted lovers. We know that they would do anything for each other. It is what makes them special, but this blind devotion also leads to their demise.

**Tragedy in 'Romeo and Juliet'**

Return to the Tragedy resource, and complete the indicated sections. These are sections that students can complete. There are page references and line references indicated to allow students to complete this resource accurately.

**Friar Lawrence**

Students consider whether Friar Lawrence is responsible for the tragic end of Romeo and Juliet. You may ask students to write down their answers.

**Mastery quiz**

Students complete the quiz.

Resources

# Week 5

## Key vocabulary:

Elizabethan, women, obstacles, foreshadow, foreshadowing, exile

Lesson 13

Mastery Content

- The Montagues and Capulets fight
- At first, Romeo refuses to fight because he is now a member of the Capulet family through his marriage to Juliet
- Mercutio fights in Romeo's place, and is killed
- Romeo takes revenge for Mercutio's death, and kills Tybalt
- Shakespeare juxtaposes a scene of hope and love with a scene of hatred and death to emphasise the tragic form of 'Romeo and Juliet'

Lesson guide

**Do now:** Which household are they a member of? Or are they not a member of any house?  
**Extension:** Look at the characters that are not a member of a family. Why is it important for these characters to not take sides in the feud?  
**Recap**  
Recap the two families and who is a member of each one. Recap that Romeo and Juliet are now married and are members of each other's family. This will have a significant impact in the reading.  
Recap Prince Escalus' decree at the start of the play: any further fighting will be punished by death.  
**Reading**  
Ahead of reading, students look for and identify the stage directions of the scene.  
The stage directions strongly indicate what happens in the scene. Student use this in conjunction with the recapped information to predict what will happen in the scene.  
**Reading**  
Read the scene. There are some check for understanding questions following the reading to help assess students' comprehension of the scene.  
**Act 3 Scene 1 tableau**  
Students will produce a tableau (sequence of freeze frames) to illustrate what happened in the scene. There are specific moments indicated, but you may wish to add, remove, or edit these.  
There are success criteria marked – it should be clear who each person is meant to represent, and students may also be called upon to explain what the character is thinking or feeling at that particular moment. Consider how you would like to exhibit these tableaux.  
**Juxtaposition**  
Recap what juxtaposition is, and identify how the two scenes from this lesson and the previous lesson are examples of juxtaposition. Following this, students need to write a paragraph on how and why Shakespeare decides to juxtapose the two scenes.  
**Mastery quiz**  
Students complete the quiz.

Resources

Lesson 14

Mastery Content

- Lord Capulet arranges for Juliet to be married to Paris in three days' time
- Capulet says that Juliet will obey him in all regards
- In the Elizabethan era, women were subordinate to men
- Juliet is atypical; she acts independently

Lesson guide

**Do Now:** What is the relationship between each of these characters?  
Have all of the characters got a relationship with each other?  
**Extension:** Which relationships cause tension or conflict in the play?  
**Recap**  
Recap the characters and their relationships, especially Paris and Lord Capulet's promise of Juliet marrying him.  
Also recap Bradley's essay where he outlines that the tragic heroes will have to overcome obstacles. In today's lesson, we read about the obstacle of Juliet being promised to Paris.  
**Reading**  
Read Act 3, Scene 4. There are some check for understanding questions following the reading to assess students' comprehension of the passage.  
**Women in Elizabeth era**  
Lord Capulet's presumed account of Juliet's obedience is important. Students will need to recognise the status quo at the time: women's position of subordination to men. The British Library article outlines this, and also relates to other Shakespeare plays that students have studied.  
Following the reading, there are some questions to reflect on how the article relates to 'Romeo and Juliet' and other Shakespeare plays that have been studied.  
**Lord Capulet**  
Students will compose an answer to the question, 'How does Shakespeare present Lord Capulet'.. Before writing, students decide on a thesis.  
Following this, there is a suggested paragraph structure, outlining how to sequence a response to the question. There is also a model too.  
Students write their own answer to the task.  
**Note:** Students will return to this analysis in lesson 15, where they can re-write and add to their paragraph(s). This is intended to demonstrate how Shakespeare develops Lord Capulet's character throughout the course of the play – a part of the writer's craft which we hope students will incorporate in their final assessments.  
**Mastery quiz**  
Students complete the quiz.

Resources

Women in Elizabethan England

# Week 5

## Key vocabulary:

Elizabethan, women, obstacles, foreshadow, foreshadowing, exile

Lesson 15

Mastery Content

- Romeo has been banished from Verona for killing Tybalt
- Romeo and Juliet spend their final time together
- The two lovers part reluctantly
- Juliet has a vision of Romeo in the bottom of a tomb
- Shakespeare foreshadows the tragic end
- To foreshadow is to suggest at something bigger or worse happening later in the story

Lesson guide

**Do Now:** What did Prince Escalus mean when he addressed the citizens of Verona at the start of the play?

Why would Romeo be affected by this?

**Extension:** Which family has suffered the most from the feud: the Montagues or the Capulets?

### Recap

Recap Prince Escalus' verdict – any further fighting will be punished by death. This will have implications for Romeo, who fought and killed Tybalt.

### Romeo's banishment

Read the passage where Romeo is banished from Verona for killing Tybalt. Make it clear that he must leave the city, or be killed.

### Reading

Read the final moments that Romeo and Juliet spend together. They are reluctant to leave each other.

There is lots of imagery here which is used to show how they want to prolong the amount of time they spend together. The check for understanding questions following the reading asks students to identify the literal statements from the passage they have just read. If the passage is too oblique, then focus on the literal statements that are included at this point.

### Foreshadowing

In the next passage of reading, Shakespeare foreshadows Romeo and Juliet's death. Introduce the term, and provide examples from 'Animal Farm' and 'Jane Eyre' to illustrate. It signals that something bigger or worse will come later in the story.

### Reading

Read the final exchange between Romeo and Juliet. After reading, look closely for the example of foreshadowing in the final lines. Explore how this is an example of foreshadowing.

### Foreshadowing

Discuss and explain why Shakespeare foreshadows Romeo and Juliet's deaths, and the effects it has on the audience. Note that there is an author at work, crafting the narrative to impact a reader.

### Foreshadowing

Following the identification of foreshadowing in the scene and the discussion of the reasons, students then write a paragraph on how and why Shakespeare uses foreshadowing.

### Mastery quiz

Students complete the quiz.

Resources

# Week 6

## Key vocabulary:

controlling, tyrannical, threat, desperation, catastrophe, foreshadowing, calamity

Lesson 16

Mastery Content

- Juliet learns of her intended wedding to Paris
- She rejects the offer
- Lord Capulet insults and disowns her
- Juliet is distraught

Lesson guide

**Do Now:** What are the two reasons why Juliet is upset?  
**Extension:** How has Juliet's tragic flaw led to her turmoil?  
**Recap**  
Recap Juliet's turmoil – her husband has left, and her cousin is dead. Today, she will receive more bad news which will further her suffering.  
**Lord Capulet**  
Recap Lord Capulet's words – that Juliet will obey him in all regards because she is his daughter. This will be significant for today's reading.  
**Reading**  
Read Lady Capulet bringing the news of Paris' intended wedding to Juliet. Following this, students need to summarise what each character says in one sentence: this is the check for understanding activity for the passage. The display answers help to summarise the scene.  
**Reading**  
Continue reading the passage where Lord Capulet enters and tells Juliet that she must marry Paris, and then goes ballistic when he hears her defiance.  
**Lord Capulet**  
In pairs, students identify insults and threats from Lord Capulet's conversation with Juliet. Following this, students look at the insults and threats, and take it in turns to threaten each other in the same way that Lord Capulet threatens Juliet. Explore how this is intended to make Juliet feel, and how an audience responds to Lord Capulet's cruelty. Afterwards, students devise a list of words to describe Lord Capulet in the scene.  
**Lord Capulet**  
Students will compose an answer to the question, 'How does Shakespeare present Lord Capulet in Act 3'. There is a suggested paragraph structure, outlining how to sequence a response to the question. There is also a model too. Students write their own answer to the task.  
**Mastery quiz**  
Students complete the quiz.

Resources

Lesson 17

Mastery Content

- Juliet threatens to kill herself if she is forced to marry Paris
- Friar Lawrence advises her to take a potion that will make her appear dead
- Juliet follows the Friar's plan
- Juliet is a tragic character: she suffers and takes action

Lesson guide

**Do Now:** What does Lord Capulet want Juliet to do? Why is Juliet unable to do this?  
**Extension:** What would you do if you were Juliet?  
**Recap**  
Recap Juliet's predicament: she is being forced to marry Paris, but as she is already married, this would be a sin. She doesn't know what to do.  
**Mantua**  
Romeo was exiled from Verona by Prince Escalus: he has fled to Mantua, 30 miles from the city. Juliet has nobody to turn to; the only person who can help her is Friar Lawrence. She goes to him.  
**Friar Lawrence's advice**  
Read the scene where Juliet asks Friar Lawrence for advice. The first extract is in a modern version, but the Friar's advice remains in the original (though slightly abridged). The check for understanding task asks students to consider the sequence of the plan using images to illustrate the Friar's plan, and to use the images to explain the plan in their own words.  
**The plan**  
The plan is fraught with peril. Students explore the ways in which the Friar's plan could come unstuck. Following this, explain that Juliet decides to drink the potion: watch her funeral scene.  
**Tragedy**  
Return to the 'Tragedy' resource. Explore the ways Juliet continues to be a tragic character: she takes action and is active. She is forced to risk terrible actions and her suffering is prolonged and intense.  
**Tragedy**  
Following this, students return to a passage from AC Bradley in which he explains that before the catastrophe, there is a moment of hope and optimism. Explore how this moment gives Juliet and an audience hope, and why Shakespeare includes such a tantalising scene in the play.  
**Mastery quiz**  
Students complete the quiz.

Resources

Juliet begs Friar Lawrence for advice

# Week 6

## Key vocabulary:

controlling, tyrannical, threat, desperation, catastrophe, foreshadowing, calamity

Lesson 18

### Mastery Content

- Romeo doesn't receive the Friar's letter
- He visits Juliet's tomb
- Romeo finds Juliet's lifeless body
- He kills himself with poison
- Romeo is a tragic character

### Lesson guide

**Do Now:** What is Friar Lawrence's plan?

Why must Friar Lawrence tell Romeo about this plan in a letter? Why is he unable to tell Romeo in person?

**Extension:** Why did Juliet follow Friar Lawrence's plan?

**The plan unravels**

Explain how Friar Lawrence's plan has come unravelled: the letter didn't reach Romeo, and Romeo thinks that Juliet is dead. Emphasise the importance of both of these things happening: if it was only one, then catastrophe could have been avoided; however, as it is, everything is coming together to ensure that the play has a disastrous end.

**Catastrophe**

Recap the definition of catastrophe: we are approaching the culmination of the play.

**Romeo's death**

Read Romeo's final soliloquy and death. There is a word cloud activity following the reading to allow you to check for understanding. The activity on second person pronouns should help to clarify what and who Romeo is talking to and about. These tasks can be used to check students' understanding.

**Dashing rocks**

There is an opportunity to conduct some quick close analysis of Romeo's final words, where he compares his life to a small boat being dashed upon the rocks. This quotation relates to tragedy: Romeo's life has been a tale of suffering which has uncontrollably led to his demise.

**Catastrophe**

Watch Romeo's death, then return to the tragedy resource and complete the relevant sections outlining Romeo's death.

**Romeo**

Explore the two theses regarding Romeo. Remind students what a thesis is: the main argument in an essay. This will become more relevant as students prepare for their assessment on Juliet.

Students debate the statements in pairs then compose a paragraph on their own opinion independently.

**Fortnightly Quiz**

**Ask students to complete fortnightly quiz**

### Resources

# Week 7

## Key vocabulary:

submissive, independent, loyal, similarities, differences, inevitable, responsibility, tragic, academic, introduction, conclusion, thesis

### Lesson 19

#### Mastery Content

- Juliet wakes, finds Romeo's body, and kills herself
- Romeo and Juliet's final meeting mirrors their first
- Juliet has changed throughout the play

#### Lesson guide

**Do Now:** Why did Romeo kill himself?

**Extension:** What were the main events that led to his death?

**Recap**

Recap the moment of Romeo's death.

**Reading: Juliet's death**

Read the passage where Juliet awakes and finds Romeo's body, then kills herself.

There are some multiple choice questions using quotations from the scene to check for understanding.

**Juliet's death**

Watch the clip of Juliet's death to underline the seriousness and tragedy of the moment.

Following this, there is an opportunity for an open discussion on whether or not Juliet had to die.

**Tragedy**

Return to the tragedy resource and complete for Juliet.

**Change in situation**

Return to Act 1, Scene 5, where Romeo and Juliet meet for the first time and kiss. There are parallels between their first meeting and their last. They kiss, touch hands, and one person kisses the other. This emphasises the tragedy: their death recalls their first kiss, where we were full of hope for their love.

**Change in character**

The mirroring kisses also signals how drastically Juliet has changed throughout the play. Students consider how her character has changed throughout the play.

**Mastery quiz**

Students complete the quiz.

#### Resources

### Lesson 20

#### Mastery Content

- Prince Escalus brings the feuding families together at the end of the play
- They agree to a truce; the relief of the truce is soured by the tragedy of the deaths of the children
- 'Romeo and Juliet' follows the conventions of tragedy as defined by Bradley
- Romeo and Juliet are typical tragic heroes

#### Lesson guide

**Do Now:** Who do you think is most responsible for the deaths of Romeo and Juliet?

**Extension:** Does it matter who is responsible?

**Recap**

Both Romeo and Juliet are dead. They both killed themselves rather than living without the other.

**Reading: Prince Escalus**

Read the final lines of the play. The deaths of Romeo and Juliet were not completely fruitless: they have managed to unite the feuding Montagues and Capulets, though the peace is undermined by profound sadness.

There are some check for understanding questions following the reading.

**Tragedy**

In order to re-appreciate 'Romeo and Juliet' as a typical Shakespearean tragedy, and to review the conventions of tragedy ahead of the assessment, students re-read the two Bradley essays on tragedy from earlier in the term. As they read, they should highlight and annotate passages which are particularly relevant to 'Romeo and Juliet' with notes and references to the play that are applicable.

**Tragic heroes**

In pairs, students debate which character is the most tragic: Romeo or Juliet. They can devise ideas on their own before debating. There are also examples and ideas to share with students before they continue to discuss and debate in pairs. Following the discussion, students can write their own opinion on the question.

**Mastery quiz**

Students complete the quiz.

#### Resources

# Week 7

## Key vocabulary:

submissive, independent, loyal, similarities, differences, inevitable, responsibility, tragic, academic, introduction, conclusion, thesis

Lesson 21

### Mastery Content

- Students need to include a thesis – a main argument – in their assessment
- Students should use an appropriate academic register when composing an essay
- The assessment will be an unseen extract. They will not be told the assessment question

### Lesson guide

**Do Now:** Place the images in the correct sequence.

Explain what is happening in each image.

#### Recap

Recap the plot of the play and the sequence the main events take place in.

#### Assessment

Introduce the assessment conditions. Students will need to respond to the extract and to the play as a whole. They will not be told what the assessment task is in advance – they will need to prepare to answer a question on any aspect of 'Romeo and Juliet'.

Today, students will look at the composite parts that make a successful essay – focussing on form and style. Recap introduction and conclusion.

#### Writers' names

Refer to a writer by their surname. Look at the examples. Correct the errors.

#### Thesis

An essay should contain a thesis – a main argument running through an essay. Students generate some ideas for theses for the suggested questions (note that these are not the assessment questions, but the ideas here will help them to prepare for the assessment).

#### Pronouns

In 'Romeo and Juliet', there are a number of male and female characters – and students need to be clear who they are referring to in their writing. Provide an example and ask students to correct the errors in the remaining writing.

#### Tone

One of the main things that distinguishes a good essay from a great one is their use of an appropriate academic tone and register. Look at the two examples and compare how they are different and what makes the second one more sophisticated.

#### Vocabulary

Another thing that marks a strong response is accurate use of the terms studied in the unit. Quickly quiz students on the terms, definitions, and examples from 'Romeo and Juliet'.

#### Correct the errors

Look at the paragraph on Lord Capulet. There are a number of mistakes in the writing. Students need to read the passage and fix up the mistakes in the paragraph.

#### Assessment

Recap the assessment conditions. Students will need to respond to the extract and to the play as a whole. They will not be told what the assessment task is in advance – they will need to prepare to answer a question on any aspect of 'Romeo and Juliet'.

#### Mastery quiz

Students complete the quiz.

### Resources

#### Essay Writing Practice



- Mercutio wants to convince Romeo that dreams do not mean anything; they are nonsense.
- Queen Mab is a little fairy that puts idle dreams into the minds of sleeping men.
- Queen Mab and dreams are similar because they are nothing but vain fantasy

**NB. Act 1 Scene 4 appears chronologically after Lesson 6 in the unit of work. If you want to deliver the lesson at that point, necessary changes to this lesson have been indicated on the lesson.**

**Do now:** Which household are they a member of? Or are they not a member of any house?

**Extension:** How would Mercutio feel about each character?

**Recap**

Students will be focusing on the character of Mercutio in this lesson. They need to recap all the things they know about him. The extension asks students to consider his role in the life of Romeo and Juliet.

**Act 1 Scene 4**

**Romeo is worried about attending the Capulets' ball because he had a dream warning him against it the previous night.**

**Mercutio wants to convince Romeo that dreams do not mean anything; they are nonsense. Teacher to read the excerpt of what they say. Students are asked two comprehension questions: what does Mercutio believe about dreams? What does Romeo believe about dreams?**

**Queen Mab**

**Queen Mab is a little fairy that puts idle dreams into the minds of sleeping men.** Which other Shakespearean characters does this remind you of? Examples given are: Puck, Oberon, Titania and Ariel.

Students discuss: from your previous knowledge of these characters, what do you think Queen Mab will be like?

**Reading**

**Read from, 'And we mean...' (1.4.48) to '...lazy finger of a maid' (line 69)**

Students discuss the comprehension questions in pairs.

Then further reading: **Read from, 'And in this state...' (1.4.70) to '...good carriage' (line 93)**

Exploring Queen Mab

In pairs, students complete the table of information about Queen Mab and her influence on people.

**Extension: What other mischievous things does Queen Mab do?**

**Reading**

**Read from, 'Peace, peace, Mercutio...' (1.4.95) to '...untimely death' (line 111)**

Mercutio's Queen Mab monologue is about dreams.

How are Queen Mab and dreams similar? Provide students with the similarities between Queen Mab and dreams.

**Extension: Is Queen Mab good or bad?**

**Watching Mercutio's monologue**

**Discussion**

**Students discuss this statement in pairs:**

'In *Romeo and Juliet*, Mercutio is wrong to say that dreams are 'nothing but vain fantasy'. Students debate the statement using the example perspectives as a starting point.

**Writing**

**Answer this question independently using Act 1 Scene 4:**

'In *Romeo and Juliet*, Mercutio is wrong to say that dreams are 'nothing but vain fantasy'. A model paragraph is provided.

**Mastery quiz**

Students complete the quiz.

**Queen Mab**