

## CONTEXT: ACT 5

At the start of Act 5, we find Romeo in Mantua. His servant, Balthasar, soon arrives and tells Romeo that Juliet has been found, dead. Romeo is distraught and goes to an apothecary (a seller of drugs) to buy some poison. He reveals that he will go to Juliet's tomb, where he plans to kill himself.

Romeo: **Come, cordial and not poison, go with me  
To Juliet's grave, for there must I use thee.**

In Scene 2, Friar Laurence speaks to Friar John (who was given a letter for Romeo with details of Friar Laurence's plan concerning Juliet's fake death). However, Friar John reveals that he was not able to take the letter to Mantua due to an outbreak of disease, which forced him to quarantine.

Friar John: **I could not send it—here it is again—  
Nor get a messenger to bring it thee,  
So fearful were they of infection.**

Friar Laurence is worried that Romeo has not been given the letter and therefore is unaware of the plan. He therefore decides to go to the tomb himself to rescue Juliet and sends another letter to Romeo to update him on the situation.

Friar Laurence: **Now must I to the monument alone.  
Within this three hours will fair Juliet wake.  
She will beshrew me much that Romeo  
Hath had no notice of these accidents.  
But I will write again to Mantua,  
And keep her at my cell till Romeo come.  
Poor living corpse, closed in a dead man's tomb!**

In Scene 3, we find Paris in the churchyard near Juliet's grave. After being warned by his servant that someone is coming, Paris hides. Romeo soon arrives with Balthasar. Romeo tells Balthasar that he is coming to collect a ring from Juliet's tomb and then orders his servant to leave. However, Balthasar is wary of his master's intentions and decides to stay and watch.

Balthasar: (aside) **For all this same, I'll hide me hereabout.  
His looks I fear, and his intents I doubt.**

Suddenly, Paris appears from the shadows and starts an argument with Romeo. He believes Romeo is to blame for Juliet's death because he murdered her cousin, Tybalt, which caused her such sadness that she died.

Paris: (aside) **This is that banished haughty Montague,  
That murdered my love's cousin, with which grief,  
It is supposed the fair creature died.  
And here is come to do some villainous shame**

**To the dead bodies. I will apprehend him.**  
(to Romeo) **Stop thy unhallowed toil, vile Montague!**

Despite Romeo trying to get Paris to leave, the two men start to fight and Romeo kills Paris. He takes Paris' body into Juliet's tomb and finds Juliet lying peacefully. He says that he wants to spend eternity with Juliet and so drinks the poison he has brought with him. He kisses Juliet and then dies.

Romeo: **O true apothecary,**  
**Thy drugs are quick. Thus with a kiss I die.**

Friar Laurence arrives in the tomb and finds the dead bodies of Romeo and Paris. Juliet then wakes up and asks the Friar where her husband is. He explains what has happened and encourages Juliet to leave the tomb as a party of people are approaching, but Juliet refuses to leave with the Friar. She sees Romeo's dead body and stabs herself with his dagger. She dies.

Juliet: **O happy dagger,**  
**This is thy sheath. There rust and let me die.**

The Prince, the Capulets and Lord Montague soon arrive on the scene, along with Balthasar and Friar Laurence. The Prince asks Friar Laurence to explain what has happened, which he does. After hearing about the secret marriage, the Prince explains how angry he is with the two families and their feud, which has taken the lives of far too many innocent people.

Finally, the Prince closes the play with a speech, commenting on what a sad story this is:

Prince: **A glooming peace this morning with it brings.**  
**The sun, for sorrow, will not show his head.**  
**Go hence, to have more talk of these sad things.**  
**Some shall be pardoned, and some punished.**  
**For never was a story of more woe**  
**Than this of Juliet and her Romeo.**

# LESSON 1

## U: TO GATHER EVIDENCE FROM A TEXT.

### National Curriculum Links

#### Reading

Pupils should maintain positive attitudes to reading and an understanding of what they read by:

- listening to and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- increasing their familiarity with a wide range of books

Pupils should understand what they have read by:

- checking that the book makes sense to them, discussing their understanding and explaining the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

## MAIN TEACHING:

Ask the children the following question: ***How has the feud between the Capulets and the Montagues affected the people of Verona?***

Ask them to discuss this with their partner and then take feedback from the class. Explain that today, they are going to be looking at different scenes from the play to explore the different ways the feud affects the citizens of Verona.

To make sure the children understand the task, look at an example together. Show the following extract from Act 1 Scene 1:

Ask the children to consider what this extract shows us about how the citizens of Verona feel about the feud (*pupils might say that it shows how angry the people of Verona are with the two families*).

Why do the children think the people are angry?

Tell the children that they are going to be given four different extracts from the play. Working with a partner, they need to:

1. Use the glossary to work out what is happening in the scene
2. Answer the questions underneath each extract
3. Be ready to share their findings with the rest of the class

Act 1 Scene 1

Benvolio: **I do but keep the peace. Put up thy sword,  
Or manage it to part these men with me.**

Tybalt: **What, drawn, and talk of peace? I hate the word,  
As I hate hell, all Montagues, and thee.**

*Tybalt and Benvolio fight. Enter three or four citizens, with clubs and spears.*

Citizens: **Clubs, bills, and partisans! Strike! Beat them down!  
Down with the Capulets! Down with the Montagues!**

*Enter Lord Capulet in his gown, and his wife, Lady Capulet.*

Lord Capulet: **What noise is this? Give me my long sword, ho!**

*bills = a type of weapon with a sharp hook*

*partisans = a weapon used in Shakespeare's time*

Children should work in mixed ability pairs for this activity.

See following pages for resources:

Extract 1: Act 1 Scene 1

Prince: **Three civil brawls...**

**By thee, old Capulet, and Montague,  
Have thrice disturbed the quiet of our streets  
And made Verona's ancient citizens  
...wield old partisans in hands as old...  
If ever you disturb our streets again,  
Your lives shall pay the forfeit of the peace.**

Glossary

*thrice = 3 times*

*wield = hold*

*partisan = a type of weapon*

What does this extract tell us about the effect of the feud on the citizens of Verona?

Extract 2: Act 3 Scene 1

Romeo: **Gentle Mercutio, put thy rapier up.**

*Mercutio and Tybalt fight.*

Romeo: *(draws his sword)* **Draw, Benvolio. Beat down their weapons.  
Gentlemen, for shame! Forbear this outrage.  
Tybalt, Mercutio! The Prince expressly hath  
Forbidden bandying in Verona streets.  
Hold, Tybalt! Good Mercutio!**

*Romeo tries to break up the fight. Tybalt stabs Mercutio under Romeo's arm.*

Petruchio: **Away, Tybalt.**

*Tybalt, Petruchio and other Capulets exit.*

Mercutio: **I am hurt.**

**A plague o' both your houses! I am sped.**

Glossary

*rapier = sword*

*draw = to pull out a sword, ready to fight*

*bandying = arguing*

*o' = on*

*I am sped = I am finished*

What has happened to Mercutio in this scene?

Why does he say 'a plague o' both your houses'?

Extract 3: Act 5 Scene 3

Romeo: **Good gentle youth, tempt not a desperate man.**

Paris: **I do defy thy commination.  
And apprehend thee for a felon here.**

Romeo: **Will thou provoke me?**

*Romeo and Paris fight.*

Paris: *(falls)* **Oh, I am slain! If thou be merciful,  
Open the tomb. Lay me with Juliet.**

*Paris dies.*

Glossary

*thy = your*

*commination = threat*

*felon = criminal*

*thou = you*

*provoke = anger*

What has happened to Paris in this scene?

What has this got to do with the feud?

Extract 4: Act 5 Scene 3

Prince: **Where be these enemies?—Capulet! Montague!  
See what a scourge is laid upon your hate,  
That heaven finds means to kill your joys with love!  
And I...  
Have lost a brace of kinsmen. All are punished.**

Glossary

*scourge = great suffering*

*brace = a pair*

Who is the Prince talking about when he says 'your joys'?

How has the feud caused the deaths of Romeo and Juliet?

Once the children have been given enough time to look at the four different extracts, ask them to think back to the question you asked at the beginning of the lesson:

***How has the feud between the Capulets and the Montagues affected the people of Verona?***

Record a list of their ideas to be displayed in the classroom. Draw out the following three key ideas from the children:

- 1) Feud has caused lots of violence on the streets of Verona
- 2) Paris and Mercutio have lost their lives
- 3) The families have even lost their own children, Romeo and Juliet, as a result of the feud



## LESSON 2 DRAMA LESSON

### U: TO EXPLORE IDEAS FOR A PERSUASIVE LETTER THROUGH

#### National Curriculum Links

##### Reading

Pupils should be taught to:

- participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say

##### Spoken Language

- articulate and justify answers, arguments and opinions
- participate in discussions, presentations, performances, roleplay/ improvisations and debates

## DRAMA.

### STARTER: OBJECT COUNTDOWN

*Make sure that you are in a room with enough space for the children to spread out and work in groups e.g. a hall.*

Split the children into groups of 5. When each group has found a space, call out the name of an object. Each group then needs to use their whole bodies to make the shape of the object.

The children should make sure that there are different levels in their group (high, middle or low) and that they are joined to at least one other person.

Count down from 10 to 0 and say 'Freeze!' after 10 seconds so the children know their time is up.

Suggested Objects: a car, a clock, a volcano, a computer

Then move onto using objects found in Romeo and Juliet: a sword, a bottle of poison, a tomb

## MAIN TEACHING:

Part 1: Freeze Frames

Explain to the children that today's lesson is an opportunity for them to explore and create visual representations of the ideas they will be including in their writing this week. They are going to be writing a letter in role as Prince Escalus at the end of the play, in which he tries to persuade Lord Capulet and Lord Montague to end their feud for good.

First ask the class to think back to the work they did yesterday (reading extracts from the text to explore the effect this feud has had on Verona and its citizens.) Ask them to put themselves in the shoes of the Prince. What might he say to Lord Capulet and Lord Montague to persuade them to end their feud? What could he give as examples to help persuade them to end it?

Draw out the following ideas from the children, using the ideas from yesterday's lesson:

- 1) The whole city suffers because of the violence caused by the feud**
- 2) People outside the family have been killed (Mercutio and Paris)**
- 3) Romeo and Juliet, their own children, have both lost their lives**

Children will now be working in the same groups as they did for the '10 Second Objects' game. Explain that they are going to create freeze frames to represent each of the ideas the class have come up with. Just like in the game, they need to make sure:

- They have a range of different levels in their freeze frame
- They are connected in some way to at least one other person in their group
- They use facial expressions and strong body language to convey meaning
- No movement – this is a snap-shot in time

You may like to model one example by picking a few children to help you create a freeze frame to show a violent scene.

Give the class a few minutes to work on their first freeze frame and then ask them all to show it. This will give you the opportunity to check for understanding and ask the most successful groups to share before moving onto the next idea.

Once the children have had enough time to create their 3 different freeze frames, ask each group to choose one freeze frame to perform and then bring the class back together.

Each group will show one of their freeze frames to the class. Ask the rest of the class to work out which idea it is representing.

### Part 2: Adding Dialogue

Each group are now going to add dialogue from the play to a freeze frame. When they have picked their best freeze frame, give out one of the following extracts, depending on the freeze frame they have picked:

#### Freeze Frame 1

#### **Three civil brawls...**

**Have thrice disturbed the quiet of our streets**

Freeze Frame 2

**All are punished.**

Freeze Frame 3

**See what a scourge is laid upon your hate,  
That heaven...kills your joys with love!**

It is up to each group how they choose to add their dialogue. They might like to split up the text or say it altogether. Once they have been given time to practise and know the dialogue off by heart, they should perform their freeze frame to the rest of the class.

## LESSON 3

### U: TO IDENTIFY THE FEATURES OF PERSUASIVE LETTERS.

#### National Curriculum Links

##### Reading

Understand what they read by:

- identifying how language, structure and presentation contribute to meaning

##### Writing

Pupils should be taught to plan their writing:

- by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

### STARTER:

Remind the children of the work they have been doing on subordinating conjunctions in grammar lessons. How many can they remember?

If  
Since  
As  
When  
Although  
While  
After  
Before  
Until  
Because

Show them the following sentences and ask them to identify the subordinating conjunction in each one:

**I want to marry Juliet because I love her very much.**

**She would have everything she wanted if you allowed me to marry her.**

**If you allow me to marry your lovely daughter, I will treat her like a precious flower.**

Remind the children that sentences with subordinating conjunctions are called **complex** sentences. We can either use the conjunction at the beginning or the middle of a complex sentence.

## **MAIN TEACHING:**

Remind the children that they are going to be writing persuasive letters in role as Prince Escalus at the end of the play, writing to both the Capulets and the Montagues to persuade them to end their feud.

Today they are going to be looking at **two** examples of persuasive letters based on Romeo and Juliet and will be finding the persuasive features.

Give out the two examples of persuasive letters below to each talk partner and ask them to read each letter.

### **Examples of Persuasive Letters:**

Dear Lord Capulet,

I am writing to ask you if I can marry your beautiful daughter Juliet. There are three reasons which I believe will persuade you to agree to this suggestion.

Firstly, I want to marry Juliet because I love her very much. You must never doubt that I will put her needs first in everything I do. If you allow me to marry your lovely daughter, I will treat her like a precious flower. I will also make sure she is kept safe and free from all harm.

Secondly, I can offer Juliet a very high position in Verona. Juliet is used to an excellent standard of living and I'm sure that you want this to continue for her. Luckily, I have inherited lots of money from my father. This would allow me to offer Juliet the kind of life she has always had. She would have everything she wanted if you permitted me to marry her.

Finally, I have some concerning news to share. During your ball, I saw Juliet talking to a masked guest. Although I'm sure this conversation was innocent, a friend told me that this mysterious guest was a Montague. Are you willing to risk your only daughter falling into the hands of a Montague? Before she has the chance to fall in love with someone else, please allow Juliet and I to get married.

I hope that you can see what an excellent match your daughter and I would make. Please arrange our wedding as soon as possible before it is too late!

I look forward to hearing from you.

Yours sincerely,

Count Paris

Dear Father,

I am writing to explain my reasons for not wanting to marry Count Paris. I hope that you can understand my point of view.

Firstly, I believe that I am too young to get married. I am only fourteen years old and am still a child. I do not want to get married until I am older and more mature. Don't you want me to spend more time at home with you?

Secondly, I think it is important to get to know someone before getting married. I feel I do not know Count Paris because I have not spent any time with him. When I get married, I want to marry for love. Do you want me to have a life full of love and joy? I hope so.

Finally, I am worried about the real reasons why Count Paris wants to marry me. During our ball, I overheard Paris talking about the cost of the party. He seemed to be excited because our family has a lot of money. Are you sure that Paris wishes to marry me out of love? I know that you would want your daughter to enter into an honest marriage. Can we really trust Paris?

Thank you for taking the time to read my letter. I hope you understand my feelings now and will not hold my decision against me. Please do not make me marry a man I hardly know and do not love.

All my love,

Juliet

Ask each pair to discuss what makes the letters persuasive. Then draw out the following features of persuasive letters (including grammar focus):

- **Written in the first person**
- **Organised in paragraphs (including introduction and conclusion)**
- **Adverbs to organise paragraphs (e.g. firstly)**
- **Rhetorical questions**
- **Extended noun phrases to create emotive language (e.g. your beautiful daughter Juliet)**
- **Sentences extended with subordinating conjunctions**

Make sure these are displayed so that all children can see them for the next part of the lesson.

Using 6 different coloured pencils, they need to find examples of each feature and colour them in different colours (e.g. colour all the rhetorical question in red). They should also create a key to show which colour matches which feature.

At the end of the lesson, take feedback from the class and ask them to share the examples of each feature they have found in the persuasive letters.

Finally, each child then writes the success criteria of a persuasive letter in their book.

# LESSON 4

## U: TO PLAN A PERSUASIVE LETTER IN ROLE.

### National Curriculum Links

#### Writing

Plan their writing by:

- discussing and recording ideas

#### SPAG:

- **Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although**

## STARTER:

Remind the children of the work they have been doing on extending their sentences using subordinating conjunctions. Ask them to work in pairs to finish each sentence as well as underlining the subordinating conjunction (on a white board).

**The violent feud between your families needs to end because...**

**If you don't end this feud immediately...**

**Because of your unnecessary feud...**

Share a few examples and address any misconceptions.

### Main Teaching:

Explain to the children that today they will be working with a partner to plan their letter from Prince Escalus.

Ask the children to discuss with their talk partner the three reasons the Prince could use to persuade Lord Capulet and Lord Montague to stop their feud (thinking back to their freeze frames earlier in the week):

- 1) **The whole city suffers because of the violence caused by the feud**
- 2) **People outside the family have been killed (Mercutio and Paris)**
- 3) **Romeo and Juliet, their own children, have both lost their lives**

Hand out the planning scaffold to the children (see next page).

Model filling in the 'Greeting', 'First Paragraph' and 'Second Paragraph' boxes in note form using bullet points and key words, taking ideas from the class.



Now ask the children to work with their talk partner to complete their own plan using bullet points and key words. (*Children can also think of their own ideas if they want to*).

<b>Plan for Persuasive Letter</b>
<i>Greeting (Dear...)</i>
First Paragraph: <b>Introduction</b> ( <i>explain why you are writing</i> )
<b>Second Paragraph</b> ( <i>first point with reasons</i> ) <ul style="list-style-type: none"><li>• Firstly</li></ul>
<b>Third Paragraph</b> ( <i>second point with reasons</i> ) <ul style="list-style-type: none"><li>• Secondly</li></ul>
<b>Fourth Paragraph</b> ( <i>third point with reasons</i> ): <ul style="list-style-type: none"><li>• Finally</li></ul>

Final Paragraph: **Conclusion** (*explain what will happen if they don't listen*):

*Sign off (Yours Sincerely,)*

# LESSON 5

## U: TO WRITE A PERSUASIVE LETTER IN ROLE.

### National Curriculum Links

#### Writing

Pupils should be taught to draft and write by:

- composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme

#### SPAG:

- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although

## STARTER:

Show children one of the persuasive letters they looked in Lesson 3. What are the features of persuasive letters that will make their writing successful today?

Draw out and record the following features:

- **Written in the first person**
- **Organised in paragraphs (including introduction and conclusion)**
- **Adverbs to organise paragraphs (e.g. firstly)**
- **Rhetorical questions**
- **Extended noun phrases to create emotive language**
- **Sentences extended with subordinating conjunctions (grammar focus)**

### Main Teaching:

Explain that today the children are going to use their plans from yesterday to write their persuasive letters, in role as Prince Escalus. Show part of a completed plan (use work from children's book or the example below):

Plan for Persuasive Letter
Greeting (Dear...) Lord Montague and Lord Capulet

First Paragraph: **Introduction** (*explain why you are writing*)

- I am writing to persuade...
- irresponsible feud
- Caused so much pain in Verona
- Can you now see why this vendetta needs to stop?

**Second** Paragraph (*first point with reasons*)

- Firstly...
- Whole city suffers
- Once peaceful streets are full of blood
- People are scared to leave their homes

Model using the plan to write the beginning of your persuasive letter, explicitly referring to the plan, saying your sentences out loud before writing them and leaving a line after each paragraph. Then ask the children to help you write a few more sentences.

*N.B. Make sure children know that their plan is a guide only – they need to make sure they write in full sentences and add more detail to the key ideas they have in their plan.*

### **Example of the Beginning of Modelled Writing**

***Dear Lord Capulet and Lord Montague,***

***I am writing to persuade you to end your irresponsible feud which has caused so much violence and sadness to the people of Verona. Can you now see why this violent vendetta needs to stop? I beg you to think carefully on the points in my letter and leave this pointless grudge in the past.***

***Firstly, I ask you to stop your feud because of the never-ending violence it brings to the streets of Verona. Our whole city suffers because of the fighting between your two families. The once peaceful streets of Verona are now stained with blood. Our citizens are scared to leave their own homes as they fear for their lives. If you put an end to your feud, our streets would be peaceful once more.***

Remind children of the success criteria they discussed at the beginning of the lesson (drawing particular attention to sentences with subordinating conjunctions) before asking them to start writing.

After about 10 minutes of writing, ask a few children to read out their letters so far. Celebrate sentences where the children have used persuasive features effectively, before asking the children to finish their letters.

### **Plenary**

Ask each child to read their letter to their partner to check for any parts that do not make sense, missing words and missing punctuation.

Then ask children to pick out one sentence, which they think is really persuasive to share with the rest of the class. They should also explain why they think it is persuasive.

*Publishing*

*After editing, the children could write their letters on tea-stained paper for display.*