

Folio 400



To be OR  
NOT TO BE

# ROMEO AND JULIET – THE BIG QUESTION

A Key Stage 2 PSHE and Citizenship Resource



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# ACKNOWLEDGEMENTS

Coram Shakespeare Schools Foundation wish to thank the following trusts and charitable foundations, without whom this resource could not have been created.



This project has been made possible thanks to the generous support of The Childhood Trust, who fund grass roots charities and their projects to alleviate the impact of child poverty.

**theBigGive.org.uk**

We have been kindly supported by The Big Give, who profile the work of thousands of charities and their projects, providing a platform to promote causes and inspire people to give. We are very grateful to everyone who supported our work through The Big Give.

The logo for 'What you WILL'. It features a bright yellow circle with a teal feather graphic. The word 'What' is in a dark blue, cursive font. The word 'you' is in a teal, cursive font. The word 'WILL' is in a dark blue, bold, sans-serif font. The feather is positioned between 'you' and 'WILL'. There are some black ink splatters at the base of the feather.

## Curriculum Links

This KS2 Citizenship and English teaching sequence provides lessons to teach pupils about forming and talking about their opinions. It uses Shakespeare's **Romeo and Juliet** to look at the way in which people hold loyalties to certain groups and whether it is always the right thing to do.

There are various opportunities to meet **KS2 National Curriculum English** requirements, including study of a significant author, fiction from our literary heritage, drama, writing, and spoken language opportunities.

**In addition, the lesson sequence includes opportunities to meet KS2 Citizenship curriculum requirements, giving children opportunities to:**

- Talk and write about their opinions, and explain their views, on issues that affect themselves and society.
- Prepare to play an active role as citizens by researching, discussing and debating issues.
- Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.
- Resolve differences by looking at alternatives, making decisions and explaining choices.
- Understand that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
- Understand that actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.

**Examples of actions schools can take to promote Fundamental British values, include:**

- Ensuring all pupils within the school have a voice that is listened to, and demonstrating how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.



**Before you start this lesson and delve into the Big Question in the play, you might want to familiarise yourself with the story first.**

- There are lots of different approaches you could take, including using the 10 point summary.
- If you or your students don't know the play, the following process is a great introduction to the story and its main characters.
- As with any lesson, do adapt this to suit the needs of your students.
- This is a great way to get the story on its feet quickly and help your students to understand the story arc.

**Firstly, divide your students into groups and give them copies of the 10 point summary to explore the story order.**

- Cut up and remove the numbers from the 10 point summary.
- Give each group a few minutes to rearrange them into the correct order.
- You could print a large copy of the 10 point summary so that each one is on an A3 page and when you go through the order with the whole class you can stick them up in the correct order around the room.
- Correct any misconceptions as you go through the points and ask your students to justify and clarify the decisions they made.
- This will support with comprehension work across English as there are some key indicators of the story structure (E.g. Romeo and Juliet can only get married once they have met, Macbeth can only become King once he has killed the King).

**Once the correct order has been established, give each group two consecutive story points and ask them to create freeze frames to show this moment. Provide them with the following two rules:**

1. Everyone must be involved.
2. Someone/some people must read out the story point.
  - Give them a strict time limit to create the freeze frame, before moving onto their second one.
  - Ask them to consider what else they could be if there are only a small amount of named characters in the scene - could they create the architecture or double up on characters?
  - After the time limit is up, give them a further two minutes to consider how they would adjust their positions so that the rest of the class can see the whole image – ask them to consider their audience.
  - With the rest of the class watching, move from one group to another, seeing each freeze frame in order and hearing the story point. Then jump into the image to 'Thought tap' some (or all ideally) of the characters.
  - It's really encouraging for students if they can share their ideas regardless of their character E.g. Macbeth or one of his soldiers.



- Ask them open questions about who they are, what they are doing and how they feel about it. Facilitate this in a light-hearted way to avoid the students feeling under pressure.
- If they struggle with an answer, throw the question out to the rest of the group and the audience.
- This is a great opportunity to get some interpretations of characters' thoughts and actions, but do use it to clarify facts about the story and the characters too.
- It is also a great time to show that you don't have all of the answers either and that you will all find out more as you delve further into the play and rehearsals.
- You could do this 'Thought Tapping' as a 'Roving Reporter', using a prop as a microphone to interview the characters as if live in that moment.

**Once you have done this for each of the 10 images, bring the class back together for a plenary.**

This is a good time to recap on what they have learnt about the characters and/or the story. This could be done in a number of ways:

- 1. Tell the story in a circle.** Everyone sits in a circle and adds a bit more information on the previous person's ideas. This means that those that have a good grasp will be able to share their knowledge and those who are still working towards it, will be able to add whatever they can – such as a character name or a setting for the play.
- 2. Provide them with plenary cards.** Use the following examples and ask them to share their response with someone else.
  - Something they have learnt today; a new word or phrase that they have used today; something that they would like to know more about; something that they are looking forward to in the play; a question that they now have about the play.
- 3. Learnt and enjoyed.** Simply ask for them to tell a partner something that they have learnt and something that they have enjoyed in this lesson



## The Big Question – Romeo and Juliet

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| <p><b>Learning Objective</b></p> <p>Pupils use a range of balanced and persuasive argument techniques, across a range of drama activities to formulate a viewpoint and argument related to the Big Question.</p> <p>Pupils analyse the actions of Juliet and whether she was right to choose Romeo over her family.</p> <p><b>Success Criteria (including differentiation)</b></p> <p><b>All children</b> can express an initial opinion on the 'Big Question' and justify their viewpoint.</p> <p><b>Most children</b> can develop their opinion over the course of the lesson sequence by listening and responding to others.</p> <p><b>Some children</b> can articulate a clear balanced argument on the 'Big Question' using sophisticated argument techniques.</p> | <p><b>Big Question: Should family always come first?</b></p> <p><b>Vocabulary:</b> loyalty, commitment, revenge, dilemma, antithesis, conscience, hot-seating, role on the wall</p> <p><b>Starter:</b> Exploring loyalty – Prompt a discussion with the class to lead into the Big Question.</p> <ul style="list-style-type: none"> <li>• Ask the students to consider their response to the Big Question by placing themselves on a Value Continuum.</li> <li>• Through discussion, ask pupils for their reaction to the behaviour of Juliet with regard to the killing of her cousin by Romeo.</li> <li>• They feed back to the rest of the class regarding the relationship between Juliet and Romeo using key facts from the play</li> <li>• Pupils explore the character of Juliet, thinking about everything she has gone through using roles on the wall and two text extracts from the play. They feed back to the rest of the class regarding the difference between the Juliet presented to the world and the one she keeps to herself.</li> <li>• Pupils hot-seat Juliet to find out more about her motivations regarding the decision to be with Romeo.</li> <li>• Pupils take part in a conscience alley to advise Juliet what she should do about her husband when she hears that he has killed her cousin Tybalt.</li> </ul> <p><i>Optional written activity. Pupils write either a balanced argument or a persuasive argument, taking a stance on the behaviour of Juliet based on what she heard and the reasons for her choice.</i></p> <p><b>See Teaching and Learning Activities for full details</b></p> | <p><b>Assessment Opportunities</b></p> <ul style="list-style-type: none"> <li>• Value continuum</li> <li>• Role on the wall</li> <li>• Ho-tseating and conscience alley</li> <li>• Follow up written work (persuasive or balanced argument)</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <b>10 point summary</b></li> <li>• <b>Five Facts about Juliet and Romeo's relationship</b></li> <li>• <b>Two Text Extracts</b></li> <li>• <b>Role on the Wall Templates</b></li> <li>• <b>Question stems for hotseating</b></li> <li>• <b>Sentence starters (balanced and persuasive arguments)</b></li> </ul> <p><b>KS2 English Curriculum Links (Y5/6 Programme of Study) Pupils:</b></p> <ul style="list-style-type: none"> <li>• Increase their familiarity with a wide range of books including fiction from our literary heritage</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• provide reasoned justifications for their views</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• participate in discussions, performances, role play/improvisations and debates</li> <li>• Use spoken language to develop understanding through speculating, imagining and exploring ideas</li> </ul> |
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## Teaching and Learning Activities

### Starter – Exploring Loyalty

- Ask the class to think of the qualities of a good friend.
- Write these up for all to see – you could do this in a cauldron to be Shakespearean or in a saucepan so that it becomes ‘ingredients for a good friend’ or as a list for classroom display.
- When the students begin to talk about loyalty, unpack what they mean by that and how they would define it.
- Share the following definition: **‘Giving or showing firm and constant support or allegiance to a person or institution’**
- Ask the class to think about and discuss in pairs any times they can think of when someone has shown loyalty to them or someone they know.
- Ask them to share who they are loyal to and write it on a piece of paper to display around the ingredients.
- Lead a discussion around a few of the examples – football teams, friends, scouts etc. and end on family. Ask them why they think that loyalty to family might be different or why people might see it as different, to any of the others.
- Ask pupils to think about circumstances where people are disloyal. Does the age of those involved effect when those circumstances occur?

### Teaching and Learning Activity One - Value Continuum

- Introduce the concept of a Value Continuum by asking pupils to imagine that the room is bisected diagonally, with one corner of the room representing “Strongly Agree or YES” and the other corner of the room representing “Strongly Disagree or NO”.
- Explain to the pupils that you will ask them a question, and that they must stand somewhere on the imaginary line. They don’t have to stand in the corners. Demonstrate where they might stand if they agree quite strongly or think ‘yes’, or if they disagreed slightly more than they agreed with a question.
- Now give them an example question so they can see how it works. E.g. ‘Is breakfast the most important meal of the day?’ or ‘Are cats better than dogs?’ Take views from different places on the line, encouraging pupils to articulate their feelings.
- Once they are used to how it works, ask them the ‘Big Question **‘Should family always come first?’** and to move to where they think they should be. Ask for responses and for the reasoning for their thoughts.



## Teaching and Learning Activity Two - Exploring Juliet and Romeo

- Next, give each group one of the **Five Facts** to share with the class. These facts contextualise the relationship between the two characters up until Juliet has found out about Romeo killing her cousin. She is deciding between her loyalty to her family or to her new husband. What do we know for sure? What can we deduce from what we know? How does the relationship between Juliet and Romeo change or develop? What are the strengths and weaknesses of it? How do they think it will end between them? Why is Juliet torn?
- It might help to draw a family tree with the class and ask how Juliet might be feeling after her new husband kills her cousin Tybalt. How has this changed her? How might she behave?
- Ask pupils for their reaction to the behaviour of Juliet and her decision to choose Romeo. Show the following statement: **'Juliet forgives Romeo for his crime. She is weak and stupid to choose him over her family'** and record their thoughts on the whiteboard.

## Teaching and Learning Activity Three – Role on the Wall

- First create a shared **Role on the Wall** for Romeo, exploring what the character is like on the inside (inner thoughts and feelings) and the outside (what he shows to the world)
- E.g. Romeo– *Inside the figure* – Scared that Juliet will not forgive him for his crime and that he will never see her again, nervous that his marriage to Juliet will only bring more problems for the Montague and Capulet feud and guilty that his friend Mercutio died because of his actions.
- *Outside the figure* – Wants to appear calm and in control, that Juliet can trust him and rely on him, strong and tough so that Capulets feel wary of him.
- Hand out the **Two Text Extracts** – one showing some of Juliet's loving thoughts about Romeo when she is waiting to see him again after their secret wedding and the other showing her tormented thoughts after the fight between Romeo and her cousin.
- Lead pupils in a discussion about the difference between the two Juliets.





- Now, divide pupils into groups – with one set of groups creating a role on the Wall for Juliet from the beginning of her romance and one set of groups creating a role on the Wall for Juliet after the fight. Use the **Role on the Wall Template**.
- Ask children to create their own role on the wall for whichever Juliet they have been allocated, with the characteristics, hopes, fears and personal desires of Juliet written on the inside of the figure. On the outside of the figure, children provide details of how the character wishes to appear to others.
- Once the roles on the wall are done, share them with the entire class and discuss the different 'Juliet's' that have been created. What similarities and differences are there?

### Teaching and Learning Activity Four – Hot-seating

This is an exercise to allow pupils to really get to know characters by asking them questions and hearing them speak outside of the parameters of the story itself.

- The teacher should initially play the role of Juliet.
- Ask pupils to think about what they already know about Juliet up to this point in the story, using their existing knowledge, the five facts and their completed role on the wall. What would they like to know about what she wants and how she feels at this point in the story, especially with regard to her relationship with Romeo?
- Provide open ended **question stems for hot-seating** to ensure that pupils use high order questions and not simply questions that can be answered yes or no.
- Have pupils work in groups to create their questions. Aim for 4 or 5 questions from each group.
- Pupils vote for the 'juiciest' questions in their groups - the ones likely to generate the most interesting answers. These are likely to be about character motivation/ feelings/hopes and wishes, rather than factual questions such as "What did you have for lunch today?"
- Teacher in role to answer questions.
- After the teacher has answered a few questions in role, invite pupils to hot seat each other, first on their tables, in pairs, with one child asking and the other answering questions in role. Then, invite students to the front of the class to show their hotseating discussions if they feel confident.



## Teaching and Learning Activity Five - Conscience Alley

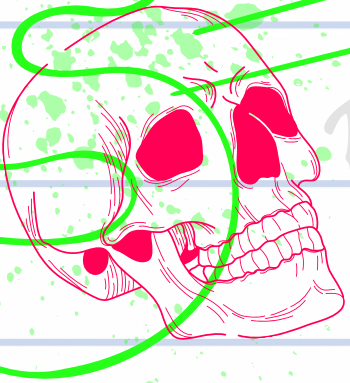
- Pupils take part in a conscience alley to advise Juliet what she should do about Romeo when she has found out about his crime and her cousin's death.
- Explain that Juliet faces a decision – either to choose her family and Paris (her father's choice) as her husband or to choose Romeo and find a way to be with him away from Verona.
- Ask children to work in pairs to provide advice to Juliet. Either she should choose her family or Romeo.
- They must justify their decision with reference to the text or with reference to their own moral viewpoint.
- Justification is essential so therefore ask the children to practise doing this with their viewpoint, with their partner.
- The teacher should then play the part of Juliet.
- Pupils who think that she should choose her new husband should stand on one side.
- Pupils who think that she should choose her family should stand on the other side.
- As you move along the tunnel, pause at every point and listen to the justifications from left and right.
- It is vital that this is done slowly so that every point and justification is heard (otherwise this can be a very noisy and unproductive exercise!)

**Written Follow up** Children write a balanced argument giving both viewpoints to Juliet. The Resources section contains **Sentence starters (balanced and persuasive arguments).**

### Plenary

Return to the Big Question and the Value Continuum. **'Should family always come first?'** Has anyone changed their minds? Interrogate how their understanding of Juliet's behaviour has influenced their decision.





Folio 400



To be OR  
NOT TO BE

Appendix 1

# ROMEO AND JULIET- THE BIG QUESTION

Resources Pack

What **YOU**  
**WILL**

# Romeo and Juliet

## 10 Events

1. Two feuding families brawl in public and incur the wrath of their city's ruler.
2. Romeo Montague crashes a Capulet party for a glimpse of Rosalind, and meets Juliet Capulet.
3. Tybalt recognises Romeo at the party, and plans to challenge him.
4. Romeo returns to visit Juliet after the party and the couple marry in secret, despite their feuding families.
5. Tybalt quarrels with Mercutio and kills him – in response, Romeo kills Tybalt, and is banished from Verona.
6. Juliet's father arranges her marriage to Paris. She and Friar Lawrence plot her escape.
7. Juliet drinks a powerful sleeping potion, which makes her appear dead, but the truth of the plot fails to reach Romeo.
8. Believing Juliet to be dead, Romeo returns to kill himself at her graveside.
9. Juliet wakes to discover Romeo dead at her side, so she uses his dagger to kill herself.
10. The Capulets and Montagues are reconciled in mutual grief.



## Five Facts about Juliet and Romeo's relationship

1. Romeo and Juliet come from two warring families- the Montagues and the Capulets. They do not know why they are enemies, in fact the audience is just told that it is an ancient grudge.
2. When they meet at the party, Juliet is already betrothed to a young and rich count called Paris and Romeo is in love with Rosaline who he expects to see at the party.
3. When they first meet, they have no idea that they are from opposing sides of the feud. On the same day that they meet, they also become engaged to be married.
4. The day after they meet, they get married. This happens with the support of the Friar, who knows Romeo well, and Juliet's nurse, who has brought her up since she was a baby. No one else knows that they have got married.
5. From the moment they find out that they are from different sides families, they speak of it not ending well for themselves. Romeo says that his life is in his enemy's hands whilst Juliet says that her only love came from her only enemy.



## Two Text Extracts

### **Extract 1 – Juliet is waiting to see Romeo again after their wedding. (Not in the SSF abridgement: Act 3 Scene 2)**

**JULIET**

**[To herself]**

Give me my Romeo. And when I shall die,  
Take him and cut him out in little stars,  
And he will make the face of heaven so fine  
That all the world will be in love with night  
And pay no worship to the garish sun.

### **Extract 2– Juliet has found out that Romeo has killed her cousin (Not in the SSF abridgement: Act 3 Scene 2)**

**JULIET**

**[To the Nurse, who has passed on the news]**

O serpent heart hid with a flowering face!  
Did ever dragon keep so fair a cave?  
Beautiful tyrant! Fiend angelical!  
Was ever book containing such vile matter  
So fairly bound? Oh, that deceit should dwell  
In such a gorgeous palace!



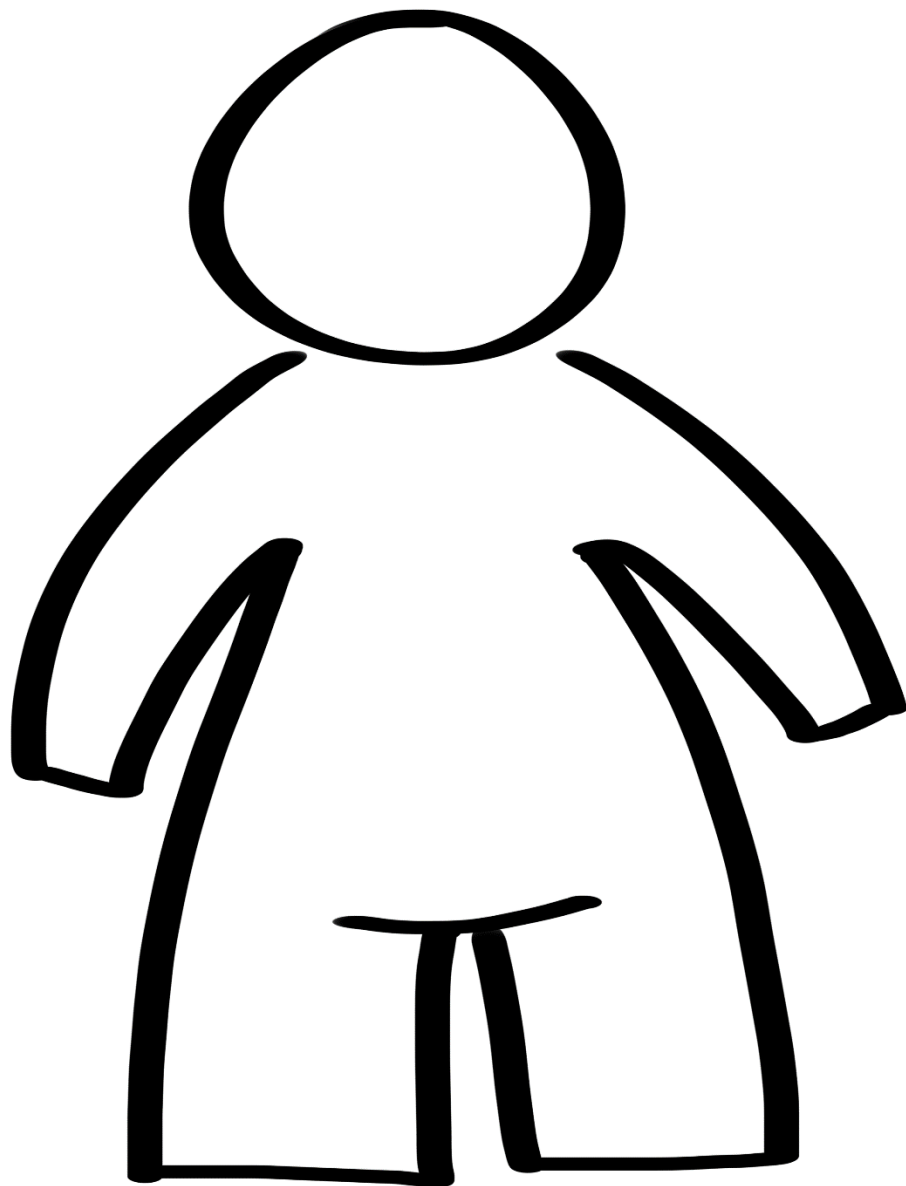
## Role on the Wall Template: (for whole class modelling)

### **INSIDE the outline:**

- How the character feels about him/herself/ other people.
- What the character thinks about his/her life and/or events.
- His or her dreams and regrets.

### **OUTSIDE the outline:**

- What other people think about the character.
- Story/plotline about the character.



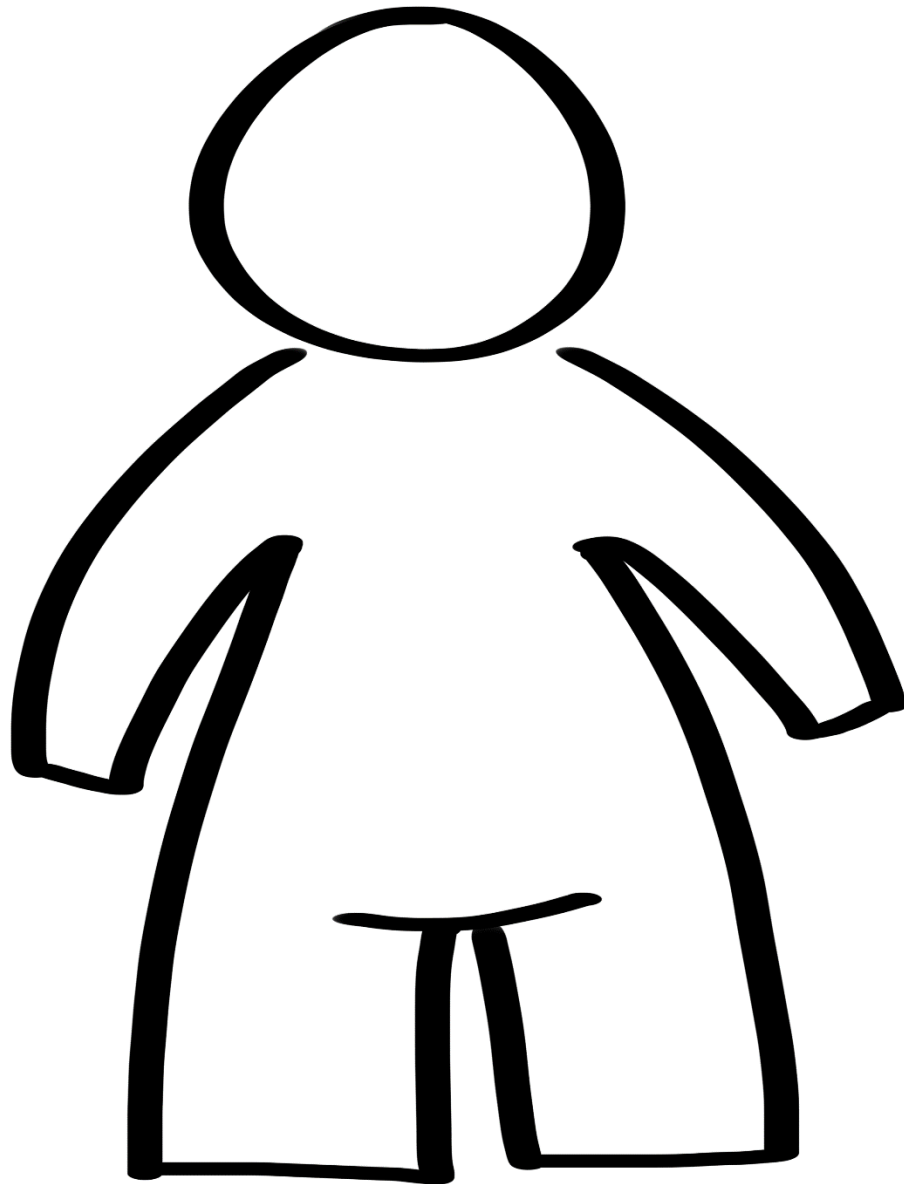
## Role on the Wall Template: (for group work)

### **INSIDE the outline:**

- How the character feels about him/herself/ other people.
- What the character thinks about his/her life and/or events.
- His or her dreams and regrets.

### **OUTSIDE the outline:**

- What other people think about the character.
- Story/plotline about the character.





## Question stems for Hot-seating

How did you feel when...?

Why did you feel...?

Why do you think.....?

Why did you.....?

In what ways does.....?

Explain how.....?

What might.....?

Describe what...

If you were....

What do you think about...?

Have you ever...?

Do you agree that...?



## Sentence Starters: Balanced and persuasive arguments

|                                    |                                |
|------------------------------------|--------------------------------|
| <b>Some people believe that...</b> | <b>Others think that...</b>    |
| <b>On the one hand...</b>          | <b>On the other hand...</b>    |
| <b>It is clear that...</b>         | <b>On the contrary...</b>      |
| <b>There is no doubt that...</b>   | <b>Alternatively...</b>        |
| <b>It is certain that...</b>       | <b>But other facts show...</b> |
| <b>It could be argued that...</b>  | <b>However...</b>              |

