

Year 9 Curriculum Area – Romeo and Juliet (Identity and Society)

<p>What concepts will we be covering this half term?</p>	<p>Big Question: How do writers present the ways individuals conform to or subvert societal expectations?</p> <p>Academic Words: appertain, arbitrate, banishment, effeminate, patriarchy, prodigious, unrequited, valour, pining, amorous, rancour, impetuous, disparage, malcontent, guileless, domineering, prophetic, dignified</p>
<p>What resources can you use to support your learning?</p>	<p>All resources needed for the 5 tasks are attached below for you via hyperlink. You can find additional resources to supplement your studies here:</p> <p>www.youtube.com www.bbc.co.uk/bitesize https://www.thenational.academy/ https://senecalearning.com/en-GB/ https://www.sparknotes.com/shakespeare/romeojuliet https://shakespeare.mit.edu/romeo_juliet/full.html Romeo and Juliet: Entire Play (mit.edu)</p>
<p>Tasks to complete so we can assess your understanding/ Key Performance Indicator tasks</p>	<ol style="list-style-type: none"> 1. Key Context - For this topic, you will need to know about the topics below. Research the topics online and then create a PowerPoint presentation or poster demonstrating your understanding of these topics. <ul style="list-style-type: none"> - Patriarchal society - Courtly love - Petrarchan Love - Queen Elizabeth I - Protestant England - Gender in Elizabethan Society 2. Understanding Plot and Character – Watch the plot synopsis through the Youtube link and answer the questions as you watch. https://www.youtube.com/watch?v=dRrvQ1vZxcg 3. Academic Words Task – Can you complete the table exploring ten of the academic words for this unit? 4. Gender Representations – Look at the images of adverts from different sources of media. How are men and women presented in these images? Do you think it is an accurate representation of men and women? 5. Masculinity and Femininity – What do we mean by masculinity and femininity? Look at the quotes from Romeo and Juliet and follow the instructions on how to analyse them. Does Romeo and Juliet demonstrate the qualities of masculinity and femininity? If you need support with the meaning of the quotes, visit the following site: https://www.sparknotes.com/nofear/shakespeare/romeojuliet

6. Marriage – In the novel “The Marriage Game” tells the story of Elizabeth I and her battle with societal expectations and marriage. Read the extract from the novel and identify Elizabeth I’s views on marriage.
7. Representations of Gender in Society – “Gender stereotypes should no longer be part of today’s society. No one should decide what makes a man and a woman. We are all individual, regardless of gender.” Using the statement and the work you have completed over the lessons, write a speech or article expressing your ideas on the statement.

What can you do if you need help/ support?

Please email your class teacher if you need any assistance via SMHK or email apearson1@netherthorpe.derbyshire.sch.uk.

2. Understanding Plot and Character

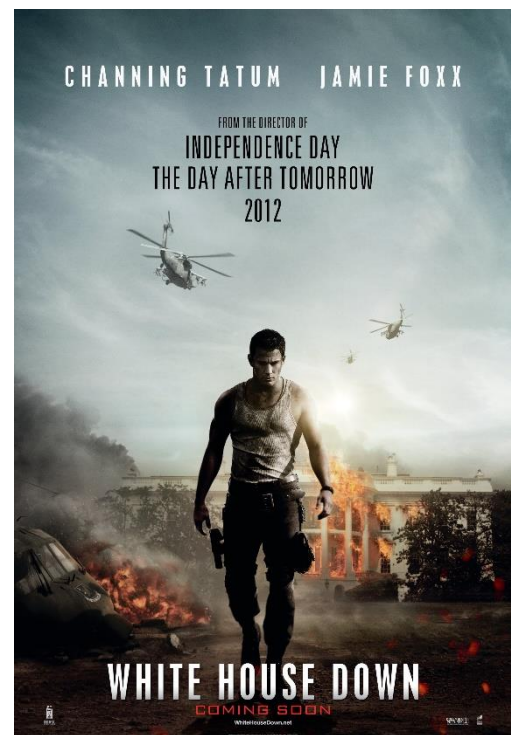
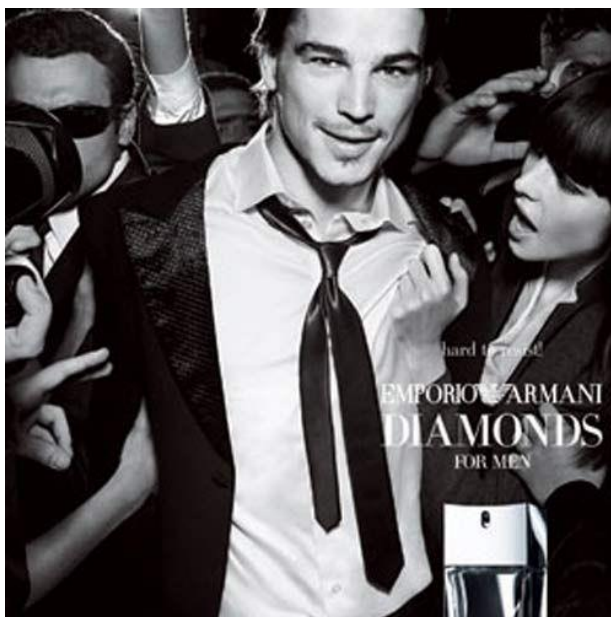
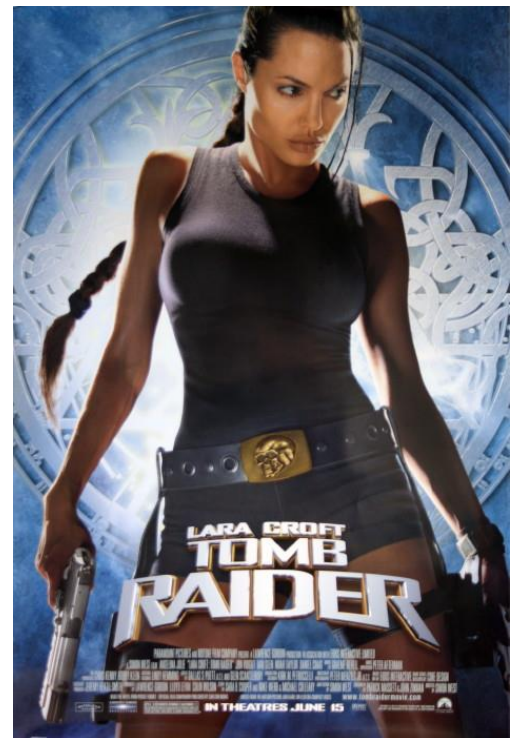
<https://www.youtube.com/watch?v=dRrvQ1vZxcg>

1. Where does Romeo and Juliet take place?
2. What are the names of the two families?
3. At the beginning of the play, who get into a fight?
4. Which character tries to break up the fight?
5. What does the Prince say will be the consequence if the Montagues and Capulets fight again?
6. What's the matter with Romeo at the beginning of the play?
7. Who wants to marry Juliet?
8. Who does Juliet talk to about marrying Paris?
9. Who does Romeo go to the ball with?
10. Who notices Romeo at the ball? Who does he tell?
11. After the ball, where does Romeo see Juliet again?
12. Who does Romeo ask to perform the marriage ceremony to Juliet?
13. Why does Friar Laurence agree to the wedding?
14. What does Romeo arrange with the Nurse?
15. Why won't Romeo fight Tybalt?
16. Who decides to fight Tybalt instead?
17. Who does Tybalt kill?
18. How does Romeo react to the death? What does he do?
19. What does the Prince declare?
20. What does Juliet tell the Nurse to tell Romeo?
21. What did Lord Capulet say he will do to Juliet if she refuses to marry Paris?
22. What is Friar Laurence's solution?
23. What does the potion do and how long does it last?
24. What does Balthasar tell Romeo?
25. What does Romeo buy from the apothecary?
26. What happens between the fight between Romeo and Paris?
27. How does Romeo die?
28. How does Juliet die?
29. Who explains what has happened?
30. What do Montague and Capulet agree to do in the memory of Romeo and Juliet?

Power Words	Root words	Definition	Sentence
Appertain			
Arbitrate			
Banishment			
Effeminate			
Patriarchy			
Unrequited			
Impetuous			
Guileless			
Domineering			
Dignified			

4. Gender Representations

Look at the images of adverts from different sources of media. How are men and women presented in these images? Do you think it is an accurate representation of men and women?



5. Masculinity and Femininity

a) What do we mean by masculinity? What would make someone masculine?

b) What do we mean by femininity? What would make someone feminine?

- c) The quotes on the next page are from Act 1 and Act 2 of Romeo and Juliet. Look at each quote and analyse in the following way:
- Read the quote and highlight/underline the key words
 - Summarise what each quote means – what does it show us? What do we learn about the character?
 - Zoom into key words and phrases – what else do these words show us? Can you find any techniques?
 - How does each quote link to or subvert the ideas of femininity and masculinity?

<https://www.sparknotes.com/nofear/shakespeare/romeojuliet>

“Love is a smoke raised with the fume of sighs”

(Romeo Act 1 Scene 1)

“It is the east, and Juliet is the sun”

(Romeo Act 2 Scene 1)

“O Romeo, Romeo! Wherefore art thou Romeo?”

(Juliet Act 2 Scene 1)

“Thou know’st the mask of night is on my face,

Else would a maiden blush bepaint my cheek’

(Act 2 Scene 1)

6. Marriage

This is an extract from the novel “The Marriage Game” which tells the story of Elizabeth I and her battle with societal expectations and marriage.

Read the extract from the novel and identify Elizabeth I’s views on marriage. Then use the sentence stems to frame your answer.

Alone with Kat in her chamber, she gave vent to her fury. “There is a strong idea in the world that a woman cannot live unless she is married!”

Kat, who knew better than most why Elizabeth did not want to marry, said soothingly, “None can force you to wed.” Heaven knew they had tried in Queen Mary’s day. Elizabeth had felt buried alive under the pressure to take first this Catholic prince, then that one, or even another.

“I will never marry!” She declared. She had been saying it since she was eight years old, and she said it again later, when Cecil proposed raising the matter of the succession in council. “Your Majesty must look to the future security of yourself and the realm,” he reminded her, a touch severely, as if he thought she was being frivolous.

“Must?” She echoed. “Do you say must to me, William?”

“Madam, marriage is your only surety. That you should wish to remain a maid is not natural.”

“I am not natural!” she retorted. “I know it.”

“A husband would share the cares and labours of government,” Cecil persisted, ignoring her. “He would father the heirs who will carry on your Majesty’s line.”

“Aye, and regulate me to the nursery!” Elizabeth said, tart. “No, I will not suffer a man to rule me and usurp my power.”

In the extract, Elizabeth I’s views on marriage are ...

This is shown when it says “_____” which suggests ...

In addition, the word/phrase “_____” illustrates ...

Furthermore, the word/phrase “_____” also shows ...

Elizabeth I’s views on marriage contrasts with the importance of marriage in

Romeo and Juliet because ...

Speech writing guidelines and sentence stems

Introduction ideas:

- Open with a fragment
- Powerful statement/statistic/ rhetorical question
- Introduce yourself to the audience
- Outline the three main things you are going to discuss

Introduction example:

Education. A topic that has had much criticism over recent years, due to its consistency and effectiveness. Has it changed for the better or has it just increased in difficulty? Hello, my name is Sarah and today I am here to talk to you about the current education system, how it is impacting the youth of today and whether it is effective.

Possible engaging features to include:

- Rhetorical questions
- Direct address
- Facts
- Statistics
- Quotes from experts
- Research
- Personal opinions

Sentence stems:

In recent students ...
_____ is defined as ...
In my opinion
For example ...
Even though this may be valid to some, I believe ...
To further demonstrate my point ...
It can be argued ...

Fronted Adverbials:

Firstly.
Secondly.
Thirdly,
Overall,
Consequently,
Unfortunately,