ROMEO AND JULIET

YEAR 6
SCIENCE:LIVING THINGS AND THEIR HABITATS

These sequence of lessons will cover the following national curriculum objectives:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals

- give reasons for classifying plants and animals based on specific characteristics.

Working scientifically:
- using test results to make predictions to set up further comparative and fair tests

- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

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CONTEXT

A symbol is something that stands for more than itself…
An important symbol in Romeo and Juliet are plants, particularly roses. Herbs also play a big part in the play. Friar Laurence uses them to make medicines and it his knowledge of plants and herbs that give him the idea of creating a sleeping potion to help Juliet.
Below are some quotes from the play that reference plants.

Friar Lawrence
O, mickle is the powerful grace that lies
In herbs, plants, stones, and their true qualities;
For naught so vile that on the earth doth live
But to the earth some special good doth give,
Nor aught so good strain'd from that fair use
Revolts from true birth, stumbling on abuse:
Virtue itself turns vice, being misapplied;
And vice sometimes by action dignified.
ACT 2, SCENE 3

Friar Lawrence
"Within the infant rind of this small flower
Poison hath residence and medicine power:
For this, being smelt, with that part cheers each part;
Being tasted, slays all senses with the heart"
ACT 2, SCENE 3

Juliet
"What's in a name?
That which we call a rose
By any other name would smell as sweet."
ACT 2 SCENE 2

Juliet
This bud of love, by summer's ripening breath,
May prove a beauteous flower when next we meet
ACT 2 SCENE 2

Juliet
The roses in thy cheeks and lips shall fade
ACT 4 SCENE 1

Paris
Sweet flower, with flowers thy bridal bed I strew
ACT 5 SCENE 3

YEAR 6
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LESSON 1:

L.I. To identify similarities and differences of plants

1. The Botanical Shakespeare Illustrated Compendium (By Gerit Quealy) matches specific flora to Shakespeare's plays. Here are some plants that link to Romeo and Juliet

<table>
<tr><td colspan="4">PLANTS ASSOCIATED WITH ROMEO AND JULIET</td></tr>
<tr><td>Bitter-sweeting (apple)</td><td>Pomegranates</td><td>Dates</td><td>Rose</td></tr>
<tr><td>Hazel-nut</td><td>Rosemary</td><td>Pear</td><td>Pink Carnation</td></tr>
<tr><td>Sycamore</td><td>Willow</td><td>Plaintain</td><td>Yew-trees</td></tr>
<tr><td colspan="4">For more information, visit - www.botanicalshakespeare.com/plants-by-character</td></tr>
</table>

2. Task: In partners, children to research pomegranate, sycamore, rush and rosemary. Record similarities, differences and experiment in sorting them into groups- Worksheet 1

LESSON 2

L.I. To classify living things into broad groups according to common observable characteristics and based on similarities and differences

Using Information Sheet 1 and 2, children to work with a partner or small group to group the plants. Children should
• Give each group a heading
• Write an explanation as to how and why you grouped them
• Regroup them using a different criteria
PLENARY QUESTIONS:
Which was a more effective way to group the plants-why?

Have you come across any problems when trying to group them? What/Why?
Could you solve these problems?

YEAR 6
SCIENCE:LIVING THINGS AND THEIR HABITATS

LESSON 3

L.I. To classify living things into broad groups according to common observable characteristics and based on similarities and differences.

In the last two lessons, children will have researched and classified plants referred to in Romeo and Juliet. There are also lots of animals mentioned in the works of Shakespeare. In Romeo and Juliet, Shakespeare references nightingales, swans, crows, horses and doves. Some examples are:

Benvolio
I will make thee think thy swan a crow
ACT 1 SCENE 3

Romeo
So shows a snow dove trooping with crows
ACT 1 SCENE 5

Romeo
Would through the airy region stream so bright that birds would sing and think it were not night
ACT 2, SCENE 2

Romeo
Where Juliet lives, and every cat and dog And little mouse, every unworthy thing, Live here in heaven and may look on her, But Romeo may not. More validity, More honorable state, more courtship lives In carrion flies than Romeo
ACT 3 SCENE 3

Juliet
It was the nightingale, and not the lark, That pierced the fearful hollow of thine ear. Nightly she sings on yon pomegrante tree. Believe me, love, it was the nightingale
ACT 3, SCENE 5

Mercutio
Good king of cats, nothing but one of your nine lives; that I mean to make bold withal, and as you shall use me hereafter, drybeat the rest of the eight
ACT 3, SCENE 1

YEAR 6
SCIENCE:LIVING THINGS AND THEIR HABITATS

LESSON 3 CONTINUED

Task: In partners children to look at Information Sheet 3.
How have the animals been sorted based on their **observable** characteristics?

Research, using different sources, the animals found in Shakespeare's plays

Find images of any additional animal to add to the existing images on Information Sheet 3b.
Challenge: include which play the animal links to and whether it is a used as a symbol.

Children to:
• Write down their observable characteristics based on similarities and differences.
• Find a way to group the animals based on what they can see.
• How many different ways can they find to group them?
• Which way worked best?
• Which didn't? Why?
• Did they encounter any issues with sorting them.

LESSON 4

L.I.To describe and present on how living things can be classified into broad groups according to common observable characteristics and based on similarities and differences.
Task: Children to present their work to the class

-Continue with your findings and work from the last session, choose your most unique way of sorting the animals.

-On a large sheet of paper, create a diagram/table/classification key using the animal pictures (see Information Sheet 4 for example of classification key for teacher/children to refer to if they want to make their own as part of their presentation

-Write presentation notes and practice giving your talk.

Tips from an actor on public speaking
-Breathe! -Speak loudly and clearly -Use pause for effect -Practice what you want to say -Use visuals -Add a drop of humour if you can -Ask a rhetorical question to engage the audience

LESSON 5

L.I.To understand that there are observable and unobservable characteristics of living things.

Children to coose either the plants from previous sessions or the animals that they have researched to create a set of TOP CARDS.

Children to choose a set of criteria as shown in the examples to the right, i.e. weight, life expectancy etc.

Create a set of TOP CARDS using the criteria.

Name: Tiger

Weight: 90 and 300 kg
Life expectancy: 10 to 15 years
Speed: 35 to 40 miles per hour
Number of teeth: 30

Scare factor: ★★★★★

Name: Date Palm

Locations : 4 (Northern Africa, the Middle East, the Horn of Africa and South Asia)
Flowering time: 6 years
Maximum height: 23 metres
Scratch Factor: 4/5

EXAMPLE OF ANIMAL TOP CARD

TYPE TO ENTER A CAPTION.

Then either use the cards to play a game:

- A player reads out a category from the top card, i.e. weight
-The other players then read out the same category from their cards.
-The player with the best or highest value wins
-That player collects all the top cards
-It is then their turn again to choose a category from the next card.
The player with all the cards at the end is the winner.

OR Use as a classroom display-linking the plants or animal to Shakespeare's plays/Acts from Romeo and Juliet

angelica

apple
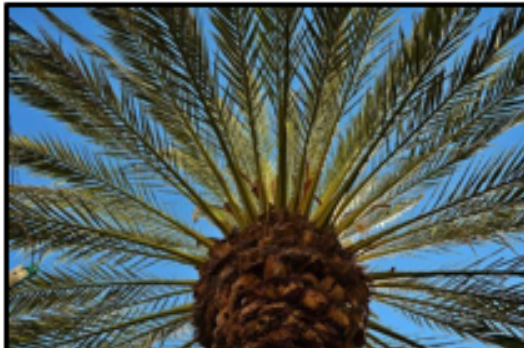
date

hazelnut

medlar

mandrake

pear

pink carnation

plantain

pomegranate

quince

rose

rosemary

rushes
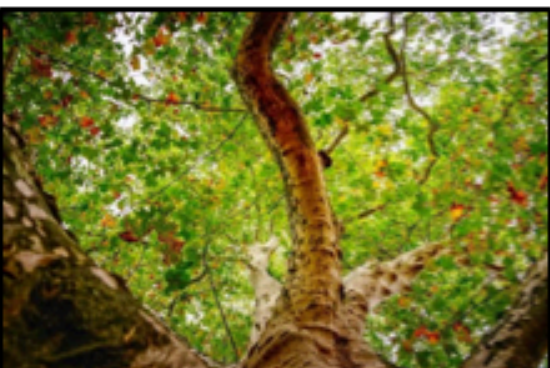
sycamore
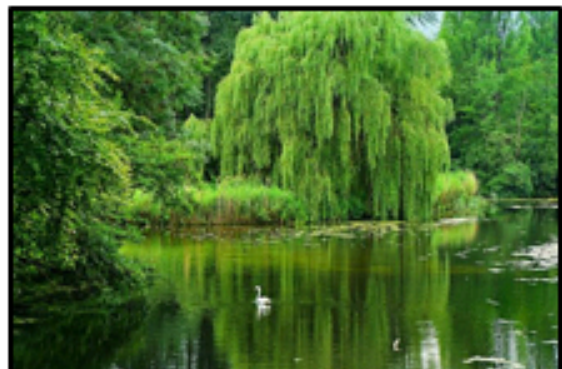
willow

POMEGRANATE

SYCAMORE

RUSH
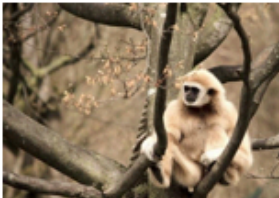
MEDLAR

**SIMILARITIES**

**DIFFERENCES**

INFORMATION SHEET 3:

L.I. To classify living things into broad groups according to common observable characteristics and based on similarities and differences.

?	?	?

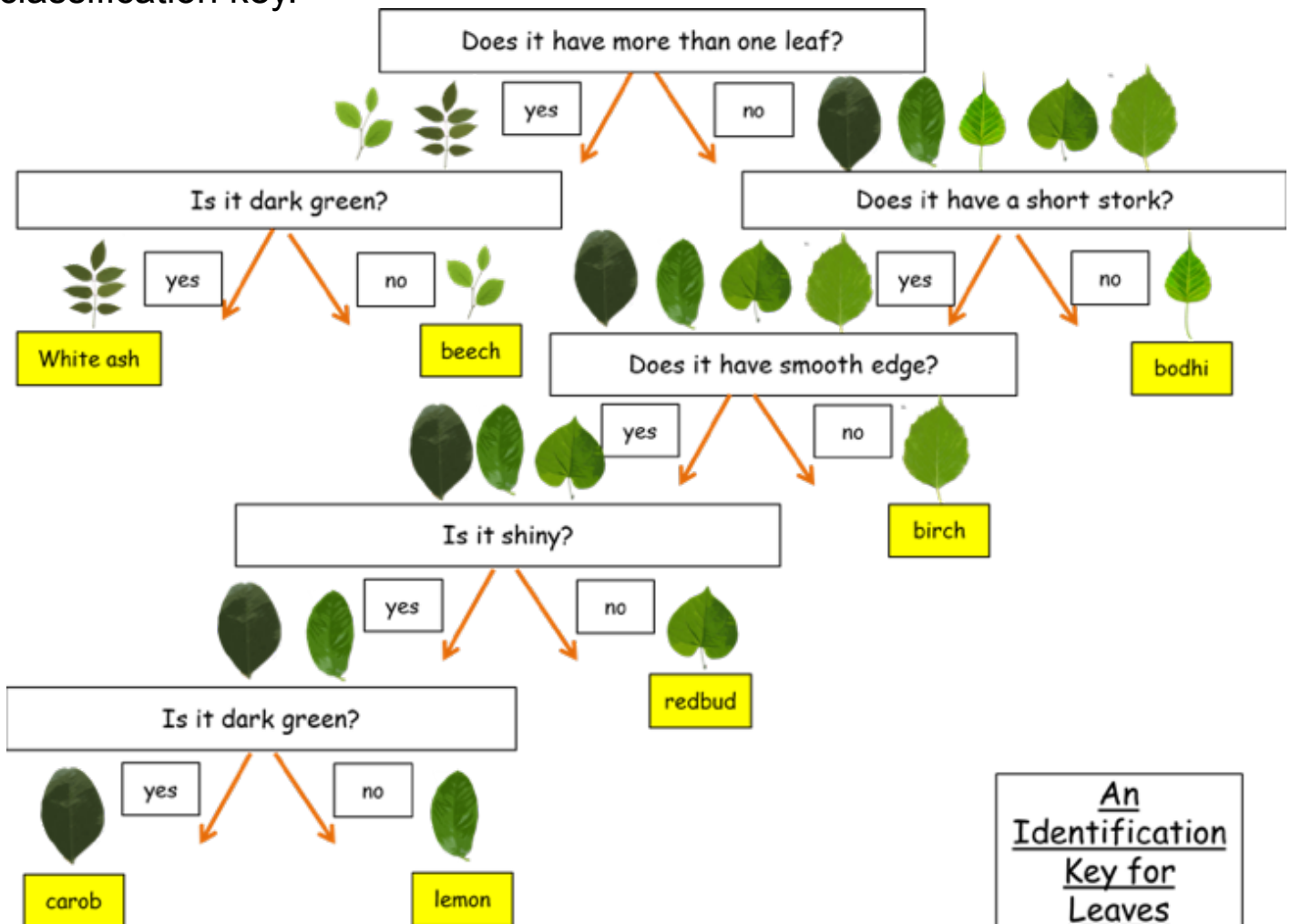HOW HAVE THE ANIMALS BEEN SORTED BASED ON THEIR **OBSERVABLE** CHARACTERISTICS?

INFORMATION SHEET 3B

L.I. To classify living things into broad groups according to common observable characteristics and based on similarities and differences.
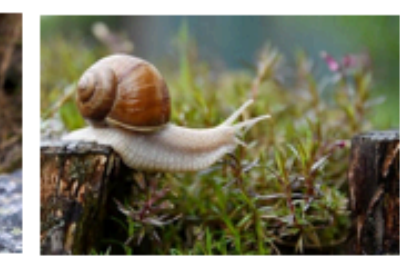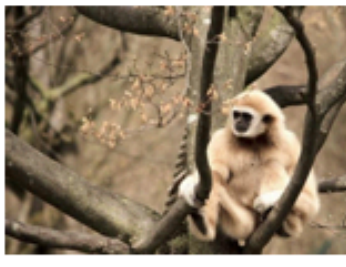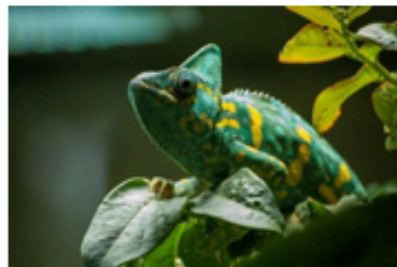
EXAMPLE OF A LEAF CLASSIFICATION KEY: Below is an example of a leaf classification key.

An Identification Key for Leaves

HOW TO WRITE A CLASSIFICATION KEY:

Step 1: Choose your first question. Then sort the plants into 'yes' or 'no'

Step 2: If there is more than one plant in 'yes' write a new question and sort. Do the same if there is more than one plant in 'no'

Step 3: If there is more than one plant in 'yes' write a new question and sort. Do the same if there is more than one plant in 'no'.

Step 4: Continue the process until all plants are in a group of their own and then you will have a Shakesperean Plant Identification Key!

NAME

LIFE EXPECTANCY:

WEIGHT:

SPEED:

SCARE FACTOR:

NAME

LIFE EXPECTANCY:

WEIGHT:

SPEED:

SCARE FACTOR:

NAME

LIFE EXPECTANCY:

WEIGHT:

SPEED:

SCARE FACTOR:

NAME

LIFE EXPECTANCY:

WEIGHT:

SPEED:

SCARE FACTOR:

PLANT CARD TEMPLATES

NAME

LOCATIONS FOUND:

FLOWERING TIME:

MAXIMUM HEIGHT:

SCRATCH FACTOR:

NAME

LOCATIONS FOUND:

FLOWERING TIME:

MAXIMUM HEIGHT:

SCRATCH FACTOR:

NAME

LOCATIONS FOUND:

FLOWERING TIME:

MAXIMUM HEIGHT:

SCRATCH FACTOR:

NAME

LOCATIONS FOUND:

FLOWERING TIME

MAXIMUM HEIGHT

SCRATCH FACTOR