

## WEEK 4: DISCUSSION TEXT

### CONTEXT: ACT 4

At the start of Act 4, we find Friar Laurence talking to Paris about Paris' upcoming marriage to Juliet. Juliet soon arrives and Paris talks to her as if they are already married.

Paris: **Happily met, my lady and my wife.**

Juliet: **That may be, sir, when I may be a wife.**

Friar Laurence encourages Paris to leave, pretending that he is going to hear Juliet's confession and so they need privacy.

Once Paris has left, we see that Juliet is very upset.

Juliet: **O, shut the door! And when thou hast done so,  
Come weep with me, past hope, past cure, past help.**

She shows Father Laurence that she has a knife and says she would prefer to kill herself than marry Paris. But Father Laurence has a plan.

Friar Laurence: **Hold, then. Go home, be merry. Give consent  
To marry Paris. Wednesday is tomorrow.  
Tomorrow night look that thou lie alone.  
Let not the Nurse lie with thee in thy chamber.  
(shows her a vial)**

He tells Juliet that she must pretend to her family that she will marry Paris. However, on the night before the wedding, she must take a special sleeping potion that will make her seem like she is dead. After she has been placed in the Capulet tomb, Romeo will come and find her and they will escape to live together in Mantua, free to be married together. Juliet agrees to the plan.

Juliet: **Give me, give me! O, tell not me of fear!**

When she returns home, Juliet finds her parents are preparing for her wedding to Paris. Following the first part of Friar Laurence's plan, she tells her parents that she is sorry for disobeying them and agrees to marry Paris.

Lord Capulet: **How now, my headstrong? Where have you been gadding?**

Juliet: **Where I have learned me to repent the sin  
Of disobedient opposition  
To you and your behests, and am enjoined**

**By holy Laurence to fall prostrate here  
To beg your pardon. (*falls to her knees*)  
Pardon, I beseech you!  
Henceforward I am ever ruled by you.**

Lord Capulet is delighted and decides to bring the marriage forward by a day. It will now be held on Wednesday rather than Thursday. Juliet asks the Nurse to come with her to her room and help her pick something to wear for the wedding.

Once Juliet has been left alone in her room, she drinks the sleeping potion from the vial she has been given by Father Laurence.

The next morning, the Nurse goes to wake Juliet up and finds that she is 'dead'.

Nurse: **She's dead, deceased, she's dead. Alack the day!**

When Friar Laurence arrives for the wedding and is told the sad news, he suggests that the family starts to make preparations for Juliet's funeral.

Father Laurence: **Every one prepare  
To follow this fair corpse unto her grave.**

## LESSON 1

### U: TO INVESTIGATE JULIET'S RELATIONSHIP WITH HER PARENTS THROUGHOUT THE PLAY.

#### National Curriculum Links

##### Reading

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

- listening to and discussing a 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 exploring the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

## STARTER

Discuss with the children what the word **obedience** means. Are they always obedient to their parents/carers?

## MAIN TEACHING:

Ask the children to think about Juliet's relationship with her parents in the play so far. Is she an obedient child? Encourage them to give reasons for their answers.

Explain to the children that they are going to be looking at quotations from different parts of the play and think about the way that Juliet is acting in each one.

They should consider the following questions:

- What is she doing or saying?
- Is she being obedient to her parents?

- On a scale of 1-10 (1 being the least and 10 being the most), how obedient is she being?

Put the children into mixed ability groups of 3 before handing out the quotations below.

1) Act 1 Scene 3

**Lady Capulet:** Can you like of Paris?

**Juliet:** I'll look to like if looking liking move.

What is she saying to her mother?

Obedience Score:

2) Act 2 Scene 2

**Juliet:** O Romeo, Romeo! Wherefore art thou Romeo?

Deny thy father and refuse thy name.

Or, if thou wilt not, be but sworn my love,

And I'll no longer be a Capulet.

What is she saying about Romeo?

Obedience Score:

3) Act 2 Scene 5

**Juliet:** What says my love? Come, what says Romeo?

**Nurse:** Have you got leave to go to shrift today?

**Juliet:** I have

**Nurse:** Then hie you hence to Friar Laurence's cell

There stays a husband to make you a wife.

What is Juliet going to do?

Obedience Score:

4) Acts 3 Scene 5

**Juliet:** I pray you, tell my lord and father, madam  
I will not marry yet. And when I do, I swear  
It shall be Romeo, whom you know I hate  
Rather than Paris!

What is she saying to her father?

Obedience Score:

Children should think about what Juliet is saying or doing using their inference skills, with support from adults.

Take feedback from the class.

- In which scene is Juliet the most obedient?
- In which scene is she the least obedient?
- Why do you think she becomes less obedient?

## **PLENARY**

Tell the children that this week, they are going to be debating the issue of whether Juliet should obey her parents and marry Paris. Tomorrow the class will take part in a debate to explore both sides of the argument.

## LESSON 2 DRAMA LESSON: DEBATE

### LI: TO DEVELOP IDEAS FOR A DISCUSSION TEXT THROUGH DEBATE.

#### National Curriculum Links

##### Reading

Pupils should be taught to:

- participate in discussion about both 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

### STARTER: FREEZE FRAMES

Ask children to think about the way Juliet has changed between Act 1 and Act 3.

First discuss how Juliet reacts when her mother asks her if she could be in a relationship with Paris in Act 1. *Children then work in groups to create a freeze frame of this moment with one child playing Lord Capulet, one child playing Lady Capulet and one child playing Juliet. Encourage the children to use powerful facial expressions, strong body language and different levels to make their freeze frame interesting.*

Then ask the children to consider how Juliet reacts when she is told she is going to marry Paris in Act 3. *Children work in the same groups to create a freeze frame of this moment.*

Children switch back and forth between the two freeze frames and discuss how Juliet has changed between these 2 acts.

### MAIN TEACHING:

*Make sure you are in a large space so the children can spread out in this lesson.*

## The Question

Explain to the children that they are going to be taking part in a debate in today's lesson to discuss the following question:

### **Should Juliet obey her parents?**

Ask the following questions to make sure the children understand the issue:

- What do Juliet's parents want her to do?
- Why does she not want to obey them?

## Preparing for the Debate

Split the children into mixed ability pairs and ask them to find a space in the room. Each partner will need something to write on and with.

Explain to the children that they are either going to be on the **FOR** team or the **AGAINST** team. Allocate each partner to be on either team, making sure that there are an equal number of pairs on both sides. Make it clear which side each partner is on by giving green paper to the FOR pairs and orange paper to the AGAINST pairs.

Pairs who are part of the FOR team then need to think of reasons why Juliet **SHOULD** listen to her parents.

Pairs on the AGAINST team need to think of the reasons why Juliet **SHOULD NOT** listen to her parents.

Give the children some time to think of the reasons why Juliet should or shouldn't listen to her parents. They then find another pair on the same team. They share their ideas and decide which ideas are the strongest.

Repeat this process: each group of 4 now finds another group of 4 from the same team. Share ideas and decide on the best arguments.

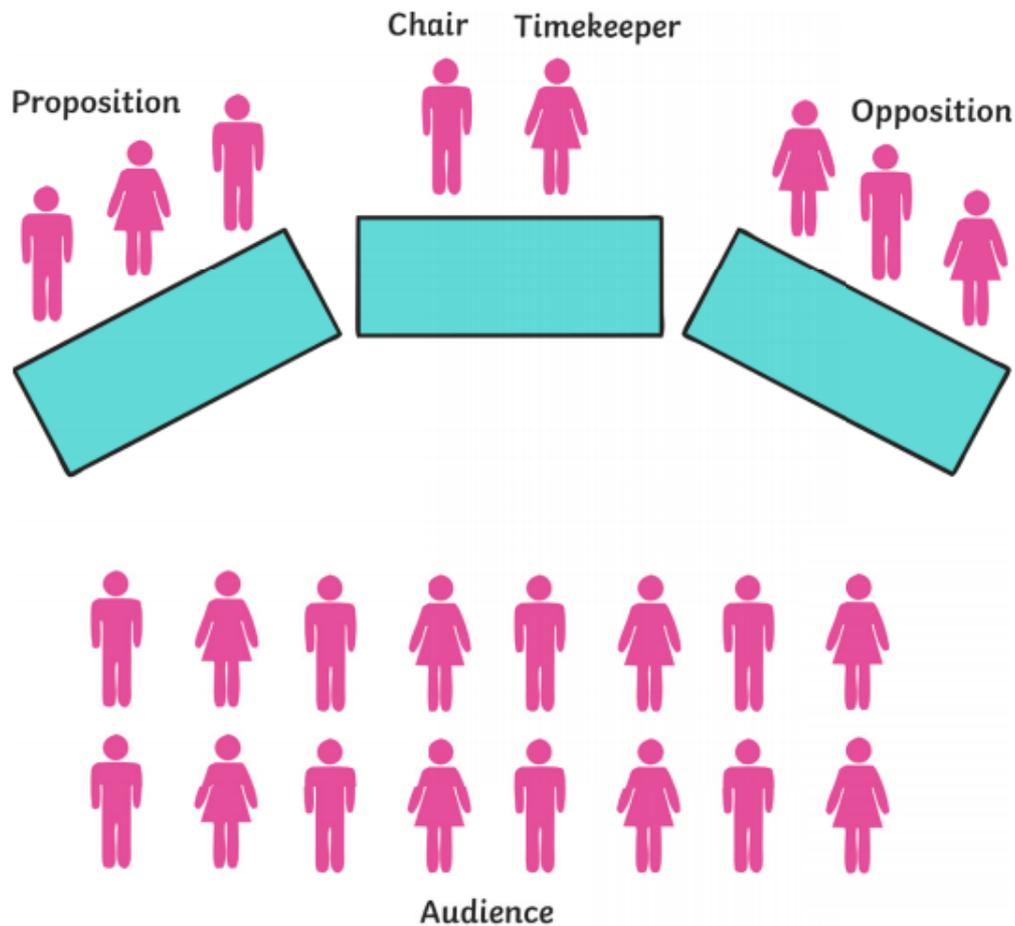
These groups of 8 now find another group from their team. To help facilitate the discussion between this larger group of children, the teacher should lead the discussion between one team and another adult should lead the other team's discussion (in a different room if possible).

With help from the adult with their group, each team should now pick their strongest 3 arguments.

In each group, decide on 3 children who are going to argue the three points their group has decided are the strongest (one point each). Give each speaker 5 minutes to rehearse their speech while the rest of the class get into position for the debate.

## Structure of the Debate

Set up the hall ready for the debate. Here is a suggested set up (from Twinkl):



N.B. The teacher should be the chairman who introduces the debate and keeps things moving. A timekeeper can make sure that no-one's speeches are longer than 3 minutes.

Follow the following structure for your debate:

- 1) **The Opening Address** – the chairman reads out the motion ('Should Juliet obey her parents?') and reminds the audience that they will have a chance to vote at the end of the debate.
- 2) **FOR Speaker 1** – gives the first point for the For team's argument (no more than 3 minutes).
- 3) **FOR Speaker 2** – gives the second point for the For team's argument (no more than 3 minutes).
- 4) **FOR Speaker 3** – gives the third point for the For team's argument (no more than 3 minutes).
- 5) **AGAINST Speaker 1** – gives the first point for the Against team's argument (no more than 3 minutes).
- 6) **AGAINST Speaker 2** – gives the second point for the Against team's argument (no more than 3 minutes).

- 7) **AGAINST Speaker 3** – gives the third point for the Against team's argument (no more than 3 minutes).
- 8) **Open to the floor** – the chairman declares that the debate is 'open to the floor'. Now anyone in the audience can raise their hand to share their arguments either for or against the motion.
- 9) **Summaries** – the chair gives a brief summary of the key arguments on both sides.
- 10) **Voting** – the audience now votes either for or against the motion (they can change sides from their original team).

*Throughout the debate, ask an additional adult to record the key ideas on a flipchart under the headings 'for' and 'against'. This should be on display in the classroom throughout the rest of the week.*

## LESSON 3

### U: TO IDENTIFY THE FEATURES OF DISCUSSION TEXTS.

#### 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:

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

### STARTER:

Have a selection of different sentence starters on the board. Ask children to pick out which ones they think could be included in a discussion text.

The next day...

Then...

Therefore...

As quick as a flash...

Without a sound...

On the other hand...

Firstly...

That evening...

However...

Later that afternoon...

Suddenly...

Take feedback and discuss with children which ones are appropriate for a discussion text and which are not.

### MAIN TEACHING:

Tell the children that before planning and writing their discussion text, they are going to be looking at an example to help them understand what makes a good discussion text.

Hand out the following discussion text and ask them to read it through with a partner, taking it in turns to read it out loud.

*Should Friar Laurence have helped Juliet?*

*Many people would suggest that Friar Laurence should have helped Juliet by giving her the potion, but others would argue that he only made the situation worse. I am going to discuss the arguments on both sides.*

*On one hand, Friar Laurence had to help Juliet because she had no one else to turn to. Her parents and the Nurse had turned their backs on her. Therefore, Friar Laurence wanted to help her because she was very alone and had no one else to turn to. Also, he had to help her because he said she would kill herself if she had to marry Paris.*

*On the other hand, Friar Laurence should not have helped Juliet because he had to lie to do so. He is a priest and should not deceive others as this goes against God's law. Also, he gave Juliet a sleeping potion to help her and this was dangerous for her health. For this reason, he should not have helped Juliet.*

*In conclusion, I believe that Father Laurence should not have helped Juliet. Although he was trying to help, his actions made the situation worse and may have caused Juliet's death.*

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Ask the children what they notice about the structure of the discussion text. What comes first? How does the discussion text end? Is it written in paragraphs?

Draw out the following structure from the children and record on a flip chart (to add to the working wall at the end of the lesson):

- **Title (question)**
- **Introduction to introduce the issue**
- **Paragraph for**
- **Paragraph against**
- **Conclusion which states the author's opinion**

Now show the children the following success criteria:

- **Third and first person**
- **Paragraphs to organise ideas**
- **Causal conjunctions and adverbials (e.g. therefore, because, since, for this reason)**
- **Sentence starters to link ideas (e.g. on one hand... on the other hand...)**

Ask them to work in pairs to find examples of each success criteria in the example discussion text. They should then record the structure and success criteria of discussion texts in their books.

## LESSON 4

### U: TO PLAN A DISCUSSION TEXT.

#### Writing

Pupils should be taught to plan their writing:

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

### STARTER:

Ask the children to discuss with their partner the success criteria of a discussion text, filling in the gaps below. Take feedback and agree on features.

- \_\_\_\_\_ and \_\_\_\_\_ person
- \_\_\_\_\_ to organise ideas
- \_\_\_\_\_ conjunctions and adverbials (e.g. therefore, because, since, for this reason)
- Sentence \_\_\_\_\_ to link paragraphs (e.g. on one hand... on the other hand...)

### MAIN TEACHING:

Remind children of the issue they debated earlier in the week (make sure the ideas recorded during the debate are visible):

- What issue did we debate?
- What points were made **for**?
- What points were made **against**?
- Which side are you on? Why?

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

Model using bullet points and key words to plan the introduction and then ask the children to plan their own introduction with bullet points (using the key words in italics to help them). Ask a few children to share what they have written to check understanding and address any misconceptions.

Now model thinking back to the debate and thinking of reasons why Juliet **should** obey her parents (e.g. should respect parents, she is very young and needs guidance of more experienced parents, loves her parents and should want to please them). Model putting ideas into the green box in the plan using bullet points (children should think of at least 2 points).

Repeat with against arguments i.e. reasons Juliet **should not** listen to her parents (e.g. already married to Romeo, should have freedom of choice, she doesn't love Paris).

Finally, children complete plan by putting their own opinion (with reasons) in the conclusion box.

Title: <b>Should Juliet Obey her Parents?</b>
Introduction:  <i>issue, strong, argument, explore, both sides</i>
For paragraph (at least 2 reasons):
Against paragraph (at least 2 reasons):
Conclusion:  <i>In conclusion... I believe... because...</i>
WORD BANK

<b><u>Causal conjunctions and adverbials</u></b>	<b><u>Sentence starters to link paragraphs</u></b>
therefore	
for this reason	On one hand...
because	On the other hand...
since	
as a result	
due to	

## LESSON 5

### U: TO WRITE A DISCUSSION TEXT.

#### 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:

- Use using conjunctions, adverbs and prepositions to express time and cause

### STARTER:

Show children a selection of different words and phrases, including **causal conjunctions and adverbials**. Ask them to identify which ones are causal conjunctions and adverbials.

**therefore    and    for this reason    later    because    after    since**

**when    as a result    due to    or    but**

#### Main Teaching:

Before the lesson, type up one child's discussion text plan onto the interactive whiteboard so it is visible to all.

Go through the structure of a discussion text with reference to the plan:

- Title (question)
- Introduction of the issue
- For paragraph
- Against paragraph
- Conclusion – what does the author think?

Now discuss the success criteria:

- Third and first person
- Paragraphs to organise ideas
- Causal conjunctions and adverbials (e.g. therefore, because, since, for this reason)
- Sentence starters to link paragraphs (e.g. on one hand... on the other hand...)

Model using the plan on the interactive whiteboard to write the title and the first paragraph (introduction). Children then work with their talk partner to write their own introduction.

Once the children have written their introduction, model writing the 'for' paragraph. Make use of causal conjunctions and adverbials explicit.

See below for an example of the modelled writing:

### **Should Juliet Obey her Parents?**

***The idea that children should obey their parents goes back to biblical times. But some children find it difficult to follow the wishes of their parents as shown throughout history. The question of whether Juliet should obey her parents has strong arguments on both sides. I will explore these argument in this discussion text.***

***On one hand, Juliet is younger than her parents and therefore should obey their wishes out of respect. It is important that young people show respect for their elders by obeying their wishes and trusting that they know what is best for them. Also, Juliet loves her parents. For this reason, she should obey them because she wants to please them.***

Children then complete the rest of their discussion text, using their plan to help them.

## **EDITING**

When the children have finished writing, ask them to read through their work and look for parts that do not make sense, any missing punctuation and misspelt words.