

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

- continuing to read and discuss 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 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. What kind of word is it? What does it mean? 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? Take children's responses, encouraging them to give examples from the play to support their answers.

Explain to the children that they are going to be looking at quotations from 8 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/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 doing/saying?

Obedience Score:

2) Act 1 Scene 5

Romeo: Then move not, while my prayer's
effect I take. (*Kisses her.*)

Thus from my lips, by thine, my sin is
purged.

Juliet: Then have my lips the sin that they
have took.

What is she doing/saying?

Obedience Score:

3) 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 doing/saying?

Obedience Score:

4) 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 she doing/saying?

Obedience Score:

5) Act 2 Scene 6

Juliet: But my true love is grown to such excess
I cannot sum up sum of half my wealth.

Friar Laurence: Come, come with me, and we will make short work
For, by your leaves, you shall not stay alone
Till holy church incorporate two in one.

What is she doing/saying?

Obedience Score:

6) 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 doing/saying?

Obedience Score:

7) Act 4 Scene 1

Friar Laurence: O Juliet, I already know thy grief.
It strains me past the compass of my wits.
I hear thou must, and nothing may prorogue it,
On Thursday next be married to this county.

Juliet: Tell me not, Friar, that thou hear'st of this,
Unless thou tell me how I may prevent it.
If in thy wisdom thou canst give no help,
Do thou but call my resolution wise,
And with this knife I'll help it presently.
(shows him a knife)
God joined my heart and Romeo's, thou our hands.
And ere this hand, by thee to Romeo

What is she doing/saying?

Obedience Score:

Act 4 Scene 2

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.

What is she doing/saying?

Obedience Score:

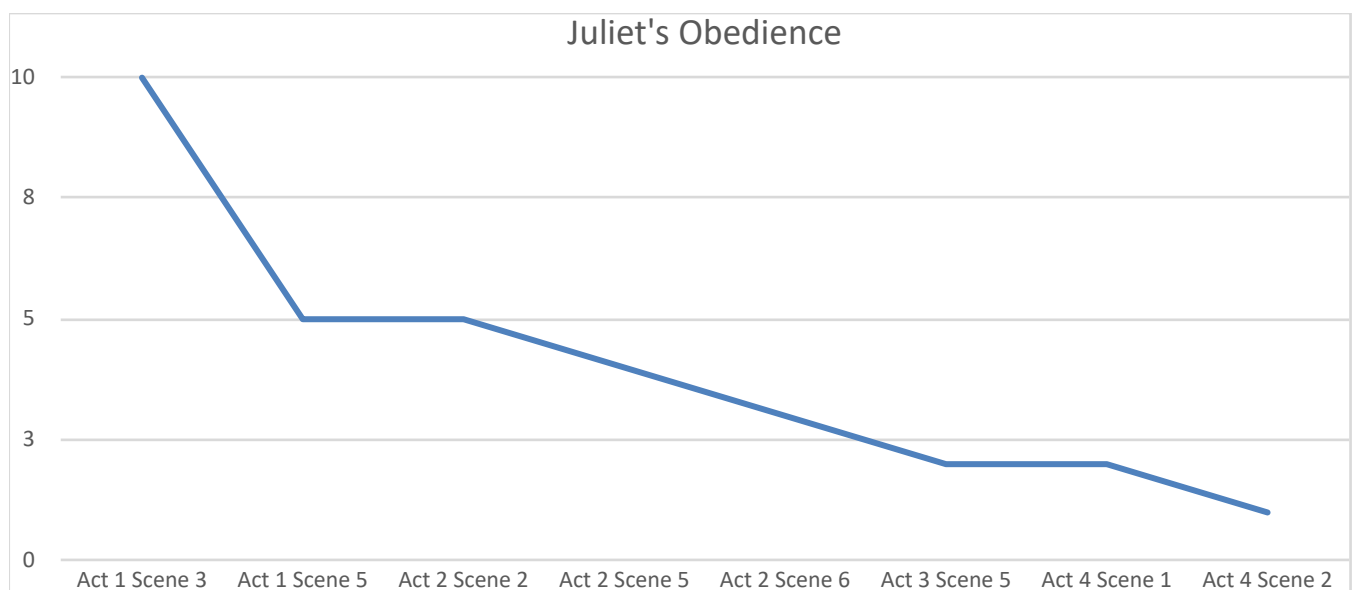
Children should think about what Juliet and the other characters are saying using their inference skills, with support from adults.

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?
- How does her personality change throughout the play?

Explain to the children that now they are going to draw a chart which maps out Juliet's changing obedience throughout the play.

Model drawing and plotting each scene, using the scores the children awarded each part of the play in the previous part of the lesson.



PLENARY

Ask the children whether they think Juliet should obey her parents in Act 4 and marry Paris.

Take feedback.

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 discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

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?

Take a few initial responses from the children before starting preparation for the debate. Do they think she should obey them? Why? Why not?

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 **Proposition** team or the **Opposition** 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 proposition pairs and orange paper to the opposition pairs.

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

Pairs on the Opposition 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.

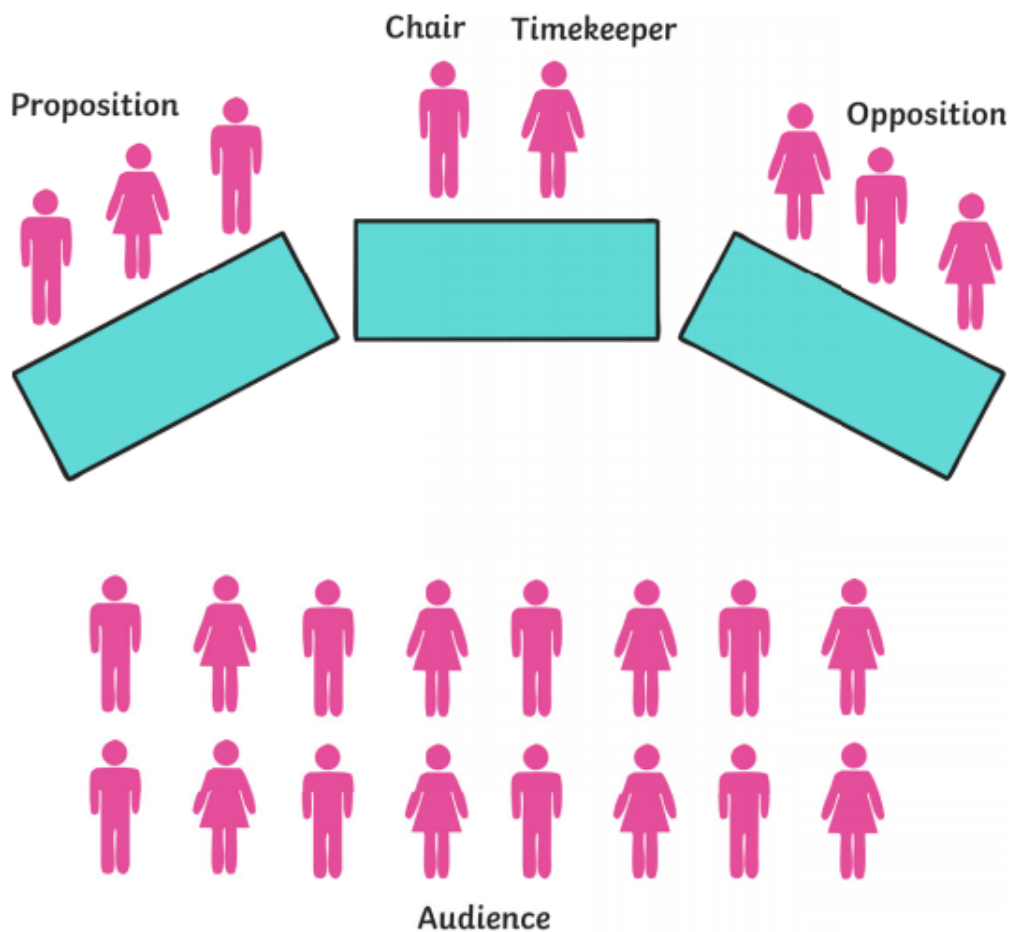
These groups of 8 now find another group from their team. To help facilitate the discussion between this larger group of children, the teacher should lead the discussion between one team and another adult should lead the other team's discussion (in a different room if possible).

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) **Proposer Speaker 1** – gives the first point for the proposition's argument (no more than 3 minutes).
- 3) **Opposer Speaker 1** – gives a rebuttal for the proposition's first argument and then gives the first point for the opposition's argument (no more than 3 minutes).
- 4) **Proposer Speaker 2** – gives a rebuttal for the opposition's first argument and then gives the second point for the proposition's argument (no more than 3 minutes).
- 5) **Opposer Speaker 2** – gives a rebuttal for the proposition's second argument and then gives the second point for the opposition's argument (no more than 3 minutes).

- 6) **Proposer Speaker 3** – gives a rebuttal for the opposition's second argument and then gives the third point for the proposition's argument (no more than 3 minutes).
- 7) **Opposer Speaker 3** – gives a rebuttal for the proposition's third argument and then gives the third point for the opposition'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:

- by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

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...

Therefore...

As quick as a flash...

Without a sound...

On the other hand...

Firstly...

That evening...

However...

Later that afternoon...

Suddenly...

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 might argue that Friar Laurence was justified in giving Juliet a potion to help her escape a loveless marriage, but others would argue that he only made the situation worse. This contentious issue has strong arguments on both sides which will be explored in more detail in this discussion text.

Most people would agree that Friar Laurence thought it was important to help Juliet because she had threatened to kill herself. He believed that by giving her the potion, she would not be forced to marry Paris. Instead, she would be reunited with her true love, Romeo, and therefore would not take her own life.

On the other hand, some would argue that Friar Laurence (a man of God) should not be involved in the deception of others, even in a matter of life and death. Surely he is not following God's law by encouraging Juliet to deceive her parents and Paris. He is breaking his vow of obedience to the church.

However, many would argue that Friar Laurence had to help Juliet because she has no one else to turn to, and so his duty of care overrides his responsibility to be truthful. Juliet has fallen out with her parents and the Nurse, and desperately needs someone on her side. He is Romeo's good friend and wants to make sure that the lovers are able to be together.

However, in his attempt to reunite Juliet with her Romeo, it cannot be denied that Father Laurence's plan was too risky. Some would argue he shouldn't have helped Juliet because he put her life in danger by giving her a sleeping potion. Even though Juliet is desperate to escape marrying Paris, drinking a potion is not a reasonable solution.

In conclusion, I believe that Father Laurence should not have helped Juliet. Although he was trying to help her and his intentions were undoubtedly good, his actions did not help Juliet's situation. In fact, they made it worse and ultimately caused the untimely death of both Juliet and her beloved Romeo.

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 structural features from the children and record on a flip chart (to add to working wall at the end of the lesson):

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

Now ask the children to think about the language features they think are found in a discussion text.

Show them the following list of features:

- **Words and phrases to link ideas between paragraphs**
- **Uncountable noun phrases (e.g. some people, most people)**
- **Adverbs of possibility (e.g. perhaps, surely)**
- **Modal verbs to show possibility (e.g. would, should, can)**

Children work in pairs to find examples of each of the above features in the discussion text they have read. They write the examples they find on 4 different post-it notes.

Each pair swaps their post-it notes with another pair. They then read the examples they have been given. If they agree with an example, they tick it. If they don't, they leave it. They should also add any examples they think have been missed.

Take feedback from the class, creating a word bank of words and phrases to be used to support writing in the following 2 lessons. This should also be displayed on the working wall.

E.g.

- **Words and phrases to link ideas between paragraphs**
therefore, however, on the other hand, in conclusion
- **Uncountable noun phrases**
most people, some people, many would
- **Adverbs of possibility**
perhaps, surely, undoubtedly
- **Modal verbs to show possibility**
would, might

Ask children to also record these words and phrases in their books to help them write their plan tomorrow.

LESSON 4

U: TO PLAN A DISCUSSION TEXT.

National Curriculum Links

Writing

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

STARTER:

Ask children to discuss with their partner the language features they would expect to see in a discussion text. Take feedback and agree on key language features:

- **Words and phrases to link ideas between paragraphs**
- **Uncountable noun phrases (e.g. some people, most people)**
- **Adverbs of possibility (e.g. perhaps, surely)**
- **Modal verbs to show possibility (e.g. would, should, can)**

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 (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 the three strongest 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 first argument into the first green box in the plan. Children then complete all the green boxes with bullet points, using ideas from the debate to help them.

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, and filling in the 'word bank' boxes.

Title: Should Juliet Obey her Parents?
Introduction: <i>contentious, issue, strong, argument, explore</i>
First point for (with reasons):
First point against (with reasons):
Second point for (with reasons):
Second point against (with reasons):
Third point for (with reasons):
Third point against (with reasons):

Conclusion:

In conclusion... *I believe...* *because...*

WORD BANK

Words and phrases to link paragraphs:

Uncountable noun phrases:

Adverbs of possibility:

Modal verbs:

LESSON 5

U: TO WRITE A DISCUSSION TEXT.

National Curriculum Links

Writing

Pupils should be taught to draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader

SPAG:

- Use modal verbs or adverbs to indicate degrees of possibility

STARTER:

Show children a selection of different words, some modal verbs and some adverbs of possibility. Ask them to sort them into two lists.

possibly must perhaps can should surely

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:

- Introduction of the issue
- For argument
- Against argument
- For argument
- Against argument
- For argument
- Against argument
- Conclusion – what does the author think?

Now discuss the language features of a discussion text:

- Words and phrases to link ideas between paragraphs
- Uncountable noun phrases (e.g. some people, most people)
- Adverbs of possibility (e.g. perhaps, surely)
- Modal verbs to show possibility (e.g. would, should, can)

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 next two paragraphs, asking the children to help you once you have written the first sentence. Explicitly model linking back to the first **for** argument in the first **against** paragraph.

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. However, children often find it difficult to follow the wishes of their parents as demonstrated throughout history. The issue of whether Juliet should obey her parents has strong arguments on both sides which will be explored in more detail in this discussion text.

Firstly, many would argue that Juliet should obey her parents 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

However, others would suggest that Juliet is unable to respect her parents' wishes because she is already married to Romeo. Therefore she should not obey her parents because to do so would mean breaking the law and her marriage vows to Romeo.

Children then complete the rest of the 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, missing punctuation and misspelt words.