

Year
10

General

ENGLISH

GUIDE



Unit 4

Responding to a Shakespearean
drama and interpretation of
Shakespeare in film





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Icon legend

 Sheet	 Send-in	 Digital	 Tutor/teacher	 Negotiated task
 Handwriting	 Exercise book	 Safety	 Keep	 Prac work
 Starter kit	 English resource	 Maths resource	 Science resource	 History resource

ENGLISH

Lesson and
resource overview

Year 10 Unit 4

Responding to a Shakespearean drama

▶ Unpacking
video

▶ Unit notes
and answers

▶ Evidence of
learning

▶ Glossary

▶ Starter kit

▶ Concept
mapping

▶ Icon legend

Topic: Shakespeare in context

Lesson 1 Elizabethan England

Lesson objective/s

- Understand unit intent and assessment task
- Understand values, beliefs and assumptions of the Elizabethan context

Resources

Text

Romeo and Juliet by William Shakespeare

Find and prepare

Sheet 1 — [English glossary Year 10 Unit 4](#)

Digital


Video — [Why read Shakespeare?](#) (1:47)

Video — [Unit introduction](#) (3:32)

Video — [A snapshot of Elizabethan England: Part 1](#) (3:00)

Video — [A snapshot of Elizabethan England: Part 2](#) (6:34)

Slideshow — [Overview: Romeo and Juliet](#)

 **Negotiated task/s:** Tasks 4 and 7: Discuss orally with tutor.

Lesson 2 Understanding Shakespearean prose

Lesson objective/s

- Understand strategies for reading and comprehending Shakespearean prose
- Understand representations of people, cultures, places, events, objects and concepts in a Shakespearean play

Resources

Text

Romeo and Juliet by William Shakespeare

Find and prepare

Sheet 3 — [Shakespearean glossary](#)

Sheet 4 — [Tips for understanding Shakespeare](#)

Digital

Video — [What's he talking about?](#) (3:49)

Video — [Problem 1](#) (3:06)

Video — [Problem 2](#) (3:39)

Video — [Problem 3](#) (2:05)

Topic: Shakespeare in context (continued)

Lesson 3 Understanding tragedy

Lesson objective/s

- Understand the conventions of Shakespearean tragedy
- Understand representations of characters, cultures, places, events and concepts in a Shakespearean play

Resources

Text

Romeo and Juliet by William Shakespeare

Find and prepare

Sheet 5 — [Reading journal: Act 1](#)

Digital

Video — [Tragic hero](#) (3:19)

Video — [What is tragedy?](#) (2:00)



Negotiated task/s: Task 9: Use dot points instead of complete sentences on Sheet 6.

Topic: Shakespearean tragedy

Lesson 4 Understanding themes in *Romeo and Juliet*

Lesson objective/s

- Understand the underlying themes in *Romeo and Juliet*
- Understand how to identify evidence from a text, and explain its significance

Resources

Text

Romeo and Juliet by William Shakespeare

Find and prepare

Sheet 6 — Variations of Love

Sheet 7 — Prologue Theme Analysis Activity

Sheet 8 — Theme Analysis

Digital

Video — [The theme of love in *Romeo and Juliet*](#) (2:51)

Video — [The theme of fate in *Romeo and Juliet*](#) (1:44)

Lesson 5 Reading and comprehending, Part 1

Lesson objective/s

- Understand representations of characters, cultures, places, events and concepts in a Shakespearean tragedy
- Understand how to justify interpretations of Shakespearean texts using textual evidence

Resources

Text

Romeo and Juliet by William Shakespeare

Find and prepare

Sheet 9 — [Reading journal: Act 2](#) (Send-in)

Lesson 6 Reading and comprehending, Part 2

Lesson objective/s

- Understand representations of characters, cultures, places, events and concepts in a Shakespearean tragedy
- Understand how to justify interpretations of Shakespearean texts using textual evidence

Resources

Text

Romeo and Juliet by William Shakespeare

Find and prepare

Sheet 10 — [Reading journal: Act 3](#)

Topic: Shakespearean tragedy (continued)

Lesson 7 Reading and comprehending, Part 3

Lesson objective/s

- Understand representations of characters, cultures, places, events and concepts in a Shakespearean tragedy
- Understand how to justify interpretations of Shakespearean texts using textual evidence

Resources

Text

Romeo and Juliet by William Shakespeare

Find and prepare

Sheet 11 — [Reading journal: Act 4](#)

Sheet 12 — [Reading journal: Act 5](#)

Topic: Interpretations of Shakespearean tragedy

Lesson 8 Interpreting plot and characters

Lesson objective/s

- Understand aspects of plot and characterisation in a Shakespearean text
- Understand how paragraph structures can develop and extend ideas to support or refute interpretations of literature

Resources

Text

Romeo and Juliet by William Shakespeare

Find and prepare

Sheet 13 — [Plot graph](#)

Sheet 14 — [Interpretations of *Romeo and Juliet*](#)

Digital

Slideshow — [Character relationships map](#)

Lesson 9 Interpreting thematic messages

Lesson objective/s

- Understand how thematic messages are advanced by choices in plot, characterisation and language use
- Understand similarities and differences in structures and social and cultural purposes of 'tragic' narratives from different cultural contexts

Resources

Text

Romeo and Juliet by William Shakespeare

Find and prepare

Sheet 15 — [Comparing tragedies](#)

Digital

Audio — [The butterfly lovers](#) (4:14)



Negotiated task/s: Task 4: Make notes and discuss orally with tutor.

Topic: Analytical responses

Lesson 10 Understanding language features and text structures of literary analysis

Lesson objective/s

- Understand how nominalisation, technicality, modality and particular clause combinations can be utilised in analytical writing
- Understand how choices in nominalisation, technicality, modality and particular clause combinations can increase the strength of arguments in literary analysis

Resources

Text

Romeo and Juliet by William Shakespeare

Find and prepare

Sheet 16 — [Text connectives](#)

Digital

Slideshow — [Integrating citations](#)

Topic: Analytical responses (continued)

Lesson 11 Using language to respond to interpretations of literature

Lesson objective/s

- Understand how language can be used to support or refute interpretations of literature
- Understand how to collect evidence and explain its significance in relation to an argument
- Understand how to complete the planning for the assessment (Checkpoint 1)

Resources

Text

Romeo and Juliet by William Shakespeare

Find and prepare

Unit 4 Assessment Task Sheet Checkpoint 1 (Teacher to send out)

Topic: Film codes and conventions

Lesson 12 Understanding visual codes

Lesson objective/s

- Understand visual codes common to visual texts
- Understand how visual codes combine to create representations and impact audiences

Resources

Digital

Slideshow — [Visual codes and conventions: film](#)

Video — [Days like these](#) (0:59)

Find and prepare

Sheet 17 — [English glossary Year 10 Unit 4](#)

Lesson 13 Understanding moving images

Lesson objective/s

- Understand camera movement and editing techniques common to film texts
- Understand how visual codes and choices in editing combine to create representations and impact audiences

Resources

Digital

Slideshow — [Moving images](#)

Video — [Yolngu Boy: Three friends reunited](#) (3:09)

Video — [Yolngu Boy: Excerpt 1](#) (1:47)

Lesson 14 Understanding elements of sound

Lesson objective/s

- Understand elements of sound used to make meaning in film texts
- Understand how visual codes, choices in editing and elements of sound combine to create representations and impact audiences

Resources

Digital

Video — [Days like these](#) (0:59) (from Lesson 1)

Find and prepare

Sheet 18 — [Glossary of film terms](#)

Topic: Shakespeare on screen

Lesson 15 Understanding how films are adapted for new audiences

Lesson objective/s

- Understand how Shakespeare's works have been adapted for new audiences
- Understand the variety of features of literary work that can be changed or preserved through adaptation

Resources

Film

Romeo and Juliet (1996) directed by Baz Luhrmann

Find and prepare

Sheet 18 — [Glossary of film terms](#)

Lesson 16 Viewing a Shakespearean ilmc Part A

Lesson objective/s

- Understand how audiences may be impacted by choices in film codes
- Understand how film codes shape representations in film texts

Resources

Film

Romeo and Juliet (1996) directed by Baz Luhrmann

Digital

Video — [The director's cut](#) (2:19)

Find and prepare

Sheet 18 — Glossary of film terms

Sheet 19 — [Film analysis framework](#)

Lesson 17 Viewing a Shakespearean ilmc Part B

Lesson objective/s

- Understand how audiences may be impacted by choices in film codes
- Understand how film codes shape representations in film texts

Resources

Film

Romeo and Juliet (1996) directed by Baz Luhrmann

Digital

Video — [Scene film analysis: 1](#) (5:26)

Video — [Scene film analysis: 2](#) (3:14)

Find and prepare

Sheet 18 — Glossary of film terms

Topic: Shakespeare on screen (continued)

Lesson 18 Viewing a Shakespearean film Part C

Lesson objective/s

- Understand how audiences may be impacted by choices in film codes and how these choices affect representations
- Understand that evaluations about the quality of a film should be based on textual evidence

Resources

Film

Romeo and Juliet (1996) directed by Baz Luhrmann

Find and prepare

Sheet 18 — Glossary of film terms

Topic: Writing a feature article

Lesson 19 Comparing representations of themes in Shakespeare and Luhrmann

Lesson objective/s

- Understand how to compare representations between script and film
- Explore a modelled feature article

Resources

Find and prepare

Sheet 20 — Modelled Feature Article

Lesson 20 Using language to analyse texts

Lesson objective/s

- Understand language devices that are common to feature articles
- Understand how language devices can be used to emphasise perspectives in feature articles

Resources

Find and prepare

Sheet 1 — English glossary Year 10 Unit 4 (from Lesson 1)

Sheet 20 — Modelled Feature Article

Lesson 21 Foregrounding perspectives in film reviews

Lesson objective/s

- Understand how cohesive devices can develop perspectives in film review texts

Resources

Digital

Slideshow — [Cohesive devices in film reviews](#)

Find and prepare

Sheet 20 — Modelled Feature Article

Sheet 21 — Annotated Feature Article

Topic: Writing a feature article (continued)

Lesson 22 Shaping sentence and text structures

Lesson objective/s

- Understand how various sentence structures and clause combinations can be arranged to position audiences
- Understand text structures integral to film review

Resources

Film

Romeo and Juliet (1996) directed by Baz Luhrmann

Text

Romeo and Juliet by William Shakespeare

Digital

Video — [Shaping sentences](#) (6:22)

Find and prepare

Sheet 20 — Modelled Feature Article

Lesson 23 Sequencing and organising information

Lesson objective/s

- Understand how combinations of written and visual information can advance perspectives
- Understand that text structures and language features are arranged according to context, audience and purpose

Resources

Digital

Slideshow — [Organising written and visual information](#)

Find and prepare

Sheet 20 — Modelled Feature Article

Assessment Task Sheet Checkpoint 2



Negotiated tasks: These negotiated tasks are identified with the negotiated task icon and could be removed due to individual student ability and time commitment of families. Discuss these with the teacher.

ENGLISH



Unit notes
and answers

Year 10 Unit 4

Notes for this unit

In this unit, students read and interpret a Shakespearean tragedy. Students begin the unit by developing knowledge that will help them interpret Shakespearean drama; this is followed by a series of lessons where students read and analyse the play. Students will then produce interpretations of plot, characterisations and themes using language features and text structures commonly used in literary analysis. Finally, they evaluate an interpretation of the play, analysing arguments and accompanying evidence to support or refute ideas presented by the author.

Before starting this unit

View the **Year 10 Unit 4 Unpacking video** before starting the unit. A link to this video can be found at the top of the **Lesson and resource overview**.

Lesson concepts

This unit provides opportunities for students to engage with concepts (key learning) specific to the year level. The **Concept mapping** document (found at the top of the **Lesson and resource overview**) identifies where the concepts are covered in each lesson. The following key explains the symbols used when the concepts are listed at the start of each lesson.

Lesson concept key		
New	Ongoing	Assessment
Ongoing and building for assessment	New and building for monitoring	Ongoing and building for monitoring
New and building for assessment		

Icons

The following icons are used throughout Independent Learning Materials.

Icon legend				
Sheet	Send-in	Digital	Tutor/teacher	Negotiated task
Handwriting	Exercise book	Safety	Keep	Prac work
Starter kit	English resource	Maths resource	Science resource	History resource

Negotiated tasks



This icon identifies tasks in lessons that may be modified or removed in consultation with the teacher. When a negotiated task icon is shown, refer to the relevant lesson on the **Lesson and resource overview** for further instructions.

Sheet and lesson answers

Sheet and lesson answers are constructed to demonstrate a high standard of response to questions and tasks. It is not expected that all students would respond to questions and tasks at the level offered in the answers. However, they also inform tutors of high-quality student responses.

Tutors are advised to contact the teacher if they are unsure of how well their students are responding to student materials.

There are four types of answers required in this unit:

- Some tasks in this unit require students to give a **specific answer** (the 'correct' answer); these answers are shown in **red**.
- Some tasks can be satisfied with a **range of possible answers**; these answers are shown in **red** and introduced by the words 'For example.'
- Other tasks require students to formulate a **personal response or opinion**; these are shown in **red** and introduced by the words 'Personal response required.'
- Send-in tasks often do not have the answers supplied in this document; answers to these tasks are supplied only to the teacher.

Student responses and time constraints

The type and length of the response expected from a student is usually indicated in the introduction to an activity (for example, *Write two sentences ...*). Responses to some activities cannot be changed due to the nature of the response; sometimes the answer must be written in a complete sentence, or paragraph, or all parts of an activity must be completed without omissions. Send-in tasks are included in this category.

If students are experiencing difficulty in completing other tasks in the expected lesson time frame, consider the use of some of these strategies:

- scribing for the student
- discussing questions with the student (possibly recording audio)
- asking the student to 'think about' and answer the question in their head
- students writing notes instead of sentences
- students writing sentences instead of paragraphs
- students writing short statements
- students keyboarding rather than handwriting, or handwriting rather than keyboarding
- choosing a selection of parts of a question to answer (completing parts a) and b) of a longer activity).

Teacher consultation in choosing these strategies is recommended.

Assessment for this unit

Assessing student learning

To analyse, evaluate and support or refute an interpretation of a Shakespearean play.

Lesson 1

Topic: Shakespeare in context

Elizabethan England

Lesson concepts

- Expressing opinions, evaluations and judgments — Influence of value systems, context, purpose, mode of communication
- _A How texts reflect the context of culture and situation in which they are created
- Evaluating texts — Representations in texts: social, moral and ethical positions
- _A Texts and context — Representations in texts: structural choices
- _A Text purpose and audience — Implicit or explicit values, beliefs and assumptions

Lesson notes

Students watch the **Video — Unit introduction** for a broad understanding of the unit expectations and assessment, and read the assessment task. A brief introduction to Shakespeare is provided and then students view the **Video — A snapshot of Elizabethan England parts 1 and 2** to better understand the values, attitudes and beliefs that would have influenced Shakespeare and are evident in his writing. At the end of the lesson, students will identify evidence of these attitudes in the prologue. Students view the **Slideshow — Overview: *Romeo and Juliet***, which will be a useful resource throughout the unit. It provides a synopsis, character analysis, an act-by-act summary of the action and an explanation about how to cite Shakespearean quotes correctly.

Lesson answers

1. View the **Video — Why read Shakespeare?**
No answer required.
2. View the **Video — Unit introduction**
No answer required.
4. Think about the values, cultural assumptions, attitudes and beliefs that inform the dominant Australian perspective on the following topics and try to summarise these in one sentence.
For example:
 - a. Sport: Sport is valued extremely highly and successful sportsmen receive high salaries and kudos in the community.
 - b. Gender roles: Women and men are considered equal and have the same rights.
 - c. Marriage: Marriage is no longer viewed as compulsory in order to declare love or commitment for someone, and often occurs when people are older than 20.
 - d. The environment: The environment is protected and respected, and attempts are made to ensure sustainable developments are common.





5. View the **Video — A snapshot of Elizabethan England: Part 1.**

No answer required.

6. View the **Video — A snapshot of Elizabethan England: Part 2.**

No answer required.

7. Complete the table below to categorise beliefs and values held by Elizabethans. The left column should summarise the beliefs held by Elizabethans and the right column should identify the values that these beliefs indicate. (Two categories have been completed for you.)

The Elizabethan era		
Beliefs	Attitudes to:	Values
Life followed a rigid, hierarchical and natural order. This natural order governed society, family, nature and the human body. The Great Chain of Being must stay in proper order or chaos would reign.	social order	Hierarchy valued and respected Maintaining the status quo and social order Patriarchal society — God, King and Father honoured above all else
The father was the head of the family and each family member had specific roles and responsibilities. Each family member knew their place and had to maintain the appropriate role to uphold order and prevent chaos.	family	Hierarchy was valued and respected. Maintaining the status quo and social order was paramount.
Marriage was generally for status rather than love, and was often arranged.	love and marriage	Marriage was a practical arrangement for the improvement of wealth and political status. This was valued above marrying for love.
Fate was an active force that shaped people's lives. One moment you could be perfectly happy and then fate might intervene and change everything	fate	Humans have little control over their lives.

8. If you were living in Elizabethan England, how would you respond to the following scenarios? (1–2 sentences for each scenario)

- a. You are female and are told you are going to marry the heir to the very rich and famous Montulet family. You've never met your betrothed, but the marriage has been arranged. You haven't really considered marriage before now.

As a female in Elizabethan England, I have no expectation other than to marry. I am pleased that I will be marrying into a wealthy family and furthering my own and my family's fortune.

- b. Your 12-year-old daughter expresses a keen desire to join her brother to attend classes at the local public school.

I would explain to my daughter that she must learn different things to a man and must learn to become a lady. I would explain that the appropriate hierarchy must be followed so social order is maintained and chaos does not ensue.

9. View the **Slideshow — Overview: *Romeo and Juliet***

No answer required.

10. Place the following plot statements in the correct order, from 1 to 10.

Romeo and Juliet meet and fall in love.	2
Friar Laurence secretly weds Romeo and Juliet.	3
Juliet drinks poison to appear dead.	8
Romeo kills himself by drinking poison.	9
A fight breaks out between the Montague and Capulet families, ending with the deaths of Tybalt and Mercutio.	4
Juliet's father arranges to bring her planned marriage to Paris forward.	6
Romeo is lovesick and moping about Rosaline.	1
Friar Laurence devises a plan to save Juliet from her marriage to Paris and to reunite her with Romeo.	7
Juliet awakes to find Romeo dead and kills herself.	10
Romeo is banished from Verona.	5

11. After reading the prologue carefully, answer the following questions.

- a. Look closely at line 6, 'A pair of star-cross'd lovers take their life'. What Elizabethan beliefs are reflected in this line? Use the **Video — A snapshot of Elizabethan England: Part 2** to help you answer. (1–2 sentences)

The idea that Romeo and Juliet are 'star cross'd' is indicative of the cultural context of Elizabethan England. It was a common belief that the stars you were born under determined the type of person you would be and the life you would live. Romeo and Juliet had little control over their lives because they were not favoured by the stars — their stars were crossed.

- b. What does line 6, 'A pair of star-cross'd lovers take their life', tell us about the tragedy of the play? (1 sentence)

That Romeo and Juliet will die — 'take their life'.

- c. What are the effects on the audience of knowing the ending? (1–2 sentences)

The audience becomes curious to know why both lovers die by the end of the play.

- d. Do you think a contemporary audience or an Elizabethan audience would be more inclined to relate to the tragedy of this play? Explain. (2–3 sentences)




It is more likely that Elizabethan audiences will better relate to the tragedy because they viewed life in terms of fate, with the wheel of fortune and the stars being controlling forces on their lives. A modern audience may very well wonder why the 'stars' are to blame, and see individuals as being more responsible for their own destinies.

Lesson 2

Topic: Shakespeare in context

Understanding Shakespearean prose

Lesson concepts

-  Punctuation — Citing and referencing conventions
-  How texts reflect the context of culture and situation in which they are created
-  Texts and context — Representations in texts: structural choices

Lesson notes

In this lesson, students learn some useful tips for reading and understanding Shakespeare.

Sheet 3 and **Sheet 4**, as well as **Video — Problem 1**, **Video — Problem 2** and **Video — Problem 3**, provide specific solutions for common problems encountered when reading Shakespeare. Students are given the opportunity to test their understanding before they begin reading Act 1 of *Romeo and Juliet*.

Lesson answers

1. What is the citation reference for act 1, scene 5, lines 42 to 45? **1.5.42–45**
2. View the **Video — What's he talking about?**
No answer required.
3. Open **Sheet 3 — Shakespearean glossary**. Refer to this sheet as required to become familiar with the terms used in this unit. These are actual differences in language that you simply need to remember. After the lesson, keep this sheet in a safe place to be used in future lessons.

No answer required.

4. Open **Sheet 4 — Tips for understanding Shakespeare** and read the first problem and its solution.

No answer required.

5. View the **Video — Problem 1**.

No answer required.

6. What is Tybalt saying here in act 1, scene 1? Note that 'drawn' refers to having a sword drawn and out of the scabbard.

Tybalt: *'What, drawn, and talk of peace! I hate the word*

As I hate hell, all Montagues, and thee:

Have at thee, coward!' (1.1.60–63)

What? You take out your sword and then talk about peace? I hate the word 'peace' like I hate hell, all Montagues, and you. Fight me, coward!

7. Return to **Sheet 4** and read the second problem and the suggested solution.

No answer required.

8. Now view the **Video — Problem 2**.

No answer required.

9. Answer the following questions using the steps suggested in the video.

- a. Use Step 1 to translate:

Tybalt: 'What, art thou drawn among these heartless hinds? Turn thee, Benvolio, look upon thy death.' (1.1.56–57)

What? You've drawn your sword to fight with these worthless servants? Turn around, Benvolio, and face your death.

- b. Use Step 2 to translate the following language in bold, from act 1, scene 1:

' Tis true'	It is
'if thou art moved, thou runnest away.'	are, run
'thou shalt not stir one foot ...'	shall
'three civil brawls ... Have thrice disturbed the peace.'	three times

10. Return to **Sheet 4** and read the third problem and the suggested solution.

No answer required.

11. View the **Video — Problem 3**.

No answer required.

12. Answer the following questions using the steps provided in the video.

- a. Identify the subject, verb and object in the following quote and then provide a translation of the quote in order of subject–verb–object.

Lady Capulet: 'Why call you for a sword?' (1.1.66)

Subject:

you

Verb:

call

Object:

sword

Translation:

Why do you call for a sword?

13. Return to **Sheet 4** and read the fourth and final problem and the suggested solution.







No answer required.

Lesson 3

Topic: Shakespeare in context

Understanding tragedy

Lesson concepts

-  Text and purpose — Traditional and contemporary texts vary across different media
-  How texts reflect the context of culture and situation in which they are created
-  Point of view — Refuting others' interpretations
-  Texts and context — Representations in texts: structural choices
-  Text purpose and audience — Implicit or explicit values, beliefs and assumptions
-  Comprehension strategies — Constructing meaning about: embedded perspectives, supporting evidence

Lesson notes

In this lesson, students learn the key features of a Shakespearean tragedy and watch the **Video — Tragic hero** to explore the idea of the flawed tragic hero. Students then begin reading *Romeo and Juliet*. They read act 1 and complete a reading journal to focus their reading and enhance understanding.

Lesson answers

1. Who are the main protagonists in *Romeo and Juliet*? (1 sentence)

The two main protagonists in *Romeo and Juliet* are Romeo Montague and Juliet Capulet.

2. Who would be considered the antagonist in the play? Why? (1 sentence)

The main antagonist is Tybalt Capulet because he and Romeo are enemies.

3. Using the table summary on the previous page, write a short paragraph summarising the key elements of a Shakespearean tragedy.

In summary, a tragedy centres on a flawed but essentially good character whose weakness leads to their ultimate downfall. Usually, the tragic hero will possess opposite traits to the antagonist. Events will increase in chaos and disorder as the tragic hero heads blindly towards their final consequence, often influenced by fate, fortune or some supernatural element.

4. View the **Video — Tragic hero**.

No answer required.

5. View the **Video — What is a tragedy?**

No answer required.

6. Answer the following questions.

- a. What elements of Shakespearean tragedy have you seen in recent films?
(1–2 sentences)

Personal response required. For example:

Titanic — most of the characters die

Twilight saga — tragic hero as main character; his flaw is that he is a vampire, but he is decent and good

Students might identify any element from the supernatural to the tragic hero but must be able to explain their understanding.

- b. What emotional response did you have to these elements in this instance?
(1–2 sentences)

Personal response required.

7. Spend the remainder of the lesson reading act 1 of *Romeo and Juliet*.

No answer required.

8. Open **Sheet 5 — Reading journal: Act 1** and answer the questions.

See **Answer Sheet 5 — Reading journal: Act 1** for answers.



Lesson 4

Topic: Shakespearean tragedy

Understanding themes in *Romeo and Juliet*

Lesson notes

In this lesson, students watch the **Video — The theme of love in *Romeo and Juliet*** and the **Video - The theme of fate in *Romeo and Juliet*** for a broad understanding of the significance of the theme of love and fate in Shakespeare's play.

Lesson answers

1. View the **Video — The theme of love in *Romeo and Juliet***
No answer required.
2. Read **Sheet 6 - Variations of Love**
No answer required.
3. Complete the Love Activity.
Answers will vary.
4. Complete the Violence and Conflict Activity.
Answers will vary.
5. View the **Video — The theme of fate in *Romeo and Juliet***.
No answer required.
6. Complete the Fate Activity.
Answers will vary.
7. Read and complete **Sheet 7 - Prologue Theme Analysis Activity**.
Answers will vary.
8. Use **Sheet 8 - Theme Analysis** to note key evidence for each of the themes , as this will help you collect evidence for your assessment.
No answer required.

Lesson 5

Topic: Shakespearean tragedy

Reading and comprehending, Part 1

Lesson concepts

- Punctuation — Citing and referencing conventions
- Sentence and clause level grammar
- How texts reflect the context of culture and situation in which they are created
- Point of view — Refuting others' interpretations
- Evaluating texts — Representations in texts: social, moral and ethical positions
- Texts and context — Representations in texts: structural choices
- Text purpose and audience — Implicit or explicit values, beliefs and assumptions
- Comprehension strategies — Constructing meaning about: embedded perspectives, supporting evidence

Lesson notes

Students then continue reading *Romeo and Juliet* to understand representations of characters, cultures, places, events and concepts. They read act 2 and complete a reading journal to direct their reading and practise justifying interpretations of Shakespearean texts using textual evidence. Students will send this sheet to the teacher for feedback.

Lesson answers

1. Summarise act 1 of the play *Romeo and Juliet* by choosing words from the list on the next page to complete the paragraph below.

The **prologue** reveals that in the city of Verona a long-standing **feud** exists between two dignified families, the **Montagues** and the Capulets. It is also revealed that two lovers from these families will die and end the conflict. After finding members of the two **households** openly fighting in the streets of Verona, the Prince issues a decree: 'If ever you disturb our streets again, / Your **lives** shall pay the forfeit of the **peace**' (1.1.83–84). Meanwhile, the love-sick Romeo tells his cousin Benvolio that he is upset because the object of his affections, **Rosaline**, cannot love him back as she has taken a vow of chastity. Romeo learns of a Capulet party that Rosaline is invited to. Benvolio suggests attending to compare Rosaline with others. The boys head to the party. Reluctant to attend, Romeo mentions a foreboding **dream** he had. Mercutio dismisses Romeo's concerns. Romeo Montague and **Juliet** Capulet meet at the party and are attracted to each other but learn their families are **enemies**. Tybalt, Juliet's cousin, is **insulted** by Romeo's attendance.

2. Open Sheet 9 — Reading journal: Act 2.

No answer required.

3. Read act 2 aloud and summarise the main events of each scene on Sheet 9 as you read.

Answers to this send-in task have been supplied only to the teacher.

4. Complete the exercises on Sheet 9. Remember to send your completed sheet to your teacher for feedback. Follow your teacher's direction regarding submission.

Answers to this send-in task have been supplied only to the teacher.

Lesson 6

Topic: Shakespearean tragedy

Reading and comprehending, Part 2

Lesson concepts

- Punctuation — Citing and referencing conventions
- Sentence and clause level grammar
- How texts reflect the context of culture and situation in which they are created
- Point of view — Refuting others' interpretations
- Evaluating texts — Representations in texts: social, moral and ethical positions
- Texts and context — Representations in texts: structural choices
- Text purpose and audience — Implicit or explicit values, beliefs and assumptions
- Comprehension strategies — Constructing meaning about: embedded perspectives, supporting evidence

Lesson notes

Students then continue reading *Romeo and Juliet* to understand representations of characters, cultures, places, events and concepts. They read act 3 and complete a reading journal to direct their reading and practise justifying interpretations of Shakespearean texts using textual evidence.

Lesson answers

1. Summarise act 2 of the play *Romeo and Juliet* by completing the following paragraph by choosing words from the word list below.

At the beginning of act 2, the **Chorus** reveals that Romeo is no longer in love with Rosaline but rather he now loves **Juliet** — a member of the **rival** Capulet household. During the famous **balcony** scene (scene 2) Juliet ponders, 'What's in a **name**? That which we call a **rose** / By any other name would smell as **sweet**' (2.2.45–46). She reasons that a person's name or label is not indicative of their actual worth. Juliet realises the senselessness of the long-standing hatred between the Montague and Capulet households. Romeo consults with **Friar** Laurence, whom he asks to perform his **marriage** to Juliet. The Friar concedes to marry Romeo and Juliet as he believes their alliance may turn the **hatred** between the Montague and Capulet households into 'pure **love**'.

2. Open **Sheet 10 — Reading journal: Act 3**.

No answer required.

3. Read act 3 aloud and summarise the main events of each scene on **Sheet 10** as you read.

See Sheet 10 answers.

4. Complete the exercises on **Sheet 10**.

See Sheet 10 answers.

Lesson 7

Topic: Shakespearean tragedy

Reading and comprehending, Part 3

Lesson concepts

- Punctuation — Citing and referencing conventions
- Sentence and clause level grammar
- How texts reflect the context of culture and situation in which they are created
- Point of view — Refuting others' interpretations
- Evaluating texts — Representations in texts: social, moral and ethical positions
- Texts and context — Representations in texts: structural choices
- Text purpose and audience — Implicit or explicit values, beliefs and assumptions
- Comprehension strategies — Constructing meaning about: embedded perspectives, supporting evidence

Lesson notes

Students then continue reading *Romeo and Juliet* to understand representations of characters, cultures, places, events and concepts. They read acts 4 and 5 and complete a reading journal to direct their reading and practise justifying interpretations of Shakespearean texts using textual evidence.

Lesson answers

1. Select the best answer for each question.

a. True or false — Romeo initially refuses to fight Tybalt?

True False

b. How does Mercutio die in act 3, scene 1?

Tybalt stabs Mercutio when Benvolio intervenes to stop the fight.

Tybalt stabs Mercutio when Romeo intervenes to stop the fight.

Tybalt stabs Mercutio after Mercutio refuses to fight.

c. After Mercutio dies, Romeo exclaims, 'O sweet Juliet, / Thy beauty hath made me effeminate' (3.1.104–105), meaning:

he believes loving Juliet has made him strong.

he believes loving Juliet has made him less masculine.

he believes loving Juliet has made him confused.

d. After killing Tybalt, Romeo is:

not a suspect.

condemned to death.

exiled from Verona.

e. True or false — Romeo fears what Juliet will think of him after killing Tybalt, so he threatens to stab himself.

True False

f. When Capulet is told it is Monday, he organises for Paris to marry his daughter Juliet on:

Wednesday. Thursday. Friday.

g. Juliet's refusal to marry Paris causes her father, Capulet, to:

threaten to disown her.

threaten to send her to a convent.

accept her decision.

h. At the end of act 3, Juliet ultimately decides to:

- run away with Romeo.
- marry Paris.
- get help from the Friar or she will take her life.

2. Read act 4 aloud and summarise the main events of each scene on **Sheet 11 — Reading journal: Act 4** as you read.

See **Sheet 11 answers**.

3. Complete the exercises on **Sheet 11**.

See **Sheet 11 answers**.

4. Read act 5 aloud and summarise the main events of each scene on **Sheet 12 — Reading journal: Act 5** as you read.

See **Sheet 12 answers**.

5. Complete the exercises on **Sheet 12**.





See **Sheet 12 answers**.

Lesson 8

Topic: Interpretations of Shakespearean tragedy

Interpreting plot and characters

Lesson concepts

-  Expressing opinions, evaluations and judgments — Influence of value systems, context, purpose, mode of communication
-  Punctuation — Citing and referencing conventions
-  Point of view — Refuting others' interpretations
-  Texts and context — Representations in texts: structural choices

Lesson notes

In this lesson, students complete a character relationships map provided in the **Slideshow — Character relationships map**. Advise students that they may make the boxes provided for answers either bigger or smaller depending on how much they write. Students may also create an additional slide if they run out of room.

If students have trouble conveying the relationships between characters, they should refer to **Slideshow — Overview: *Romeo and Juliet*** for further details (Lesson 1).

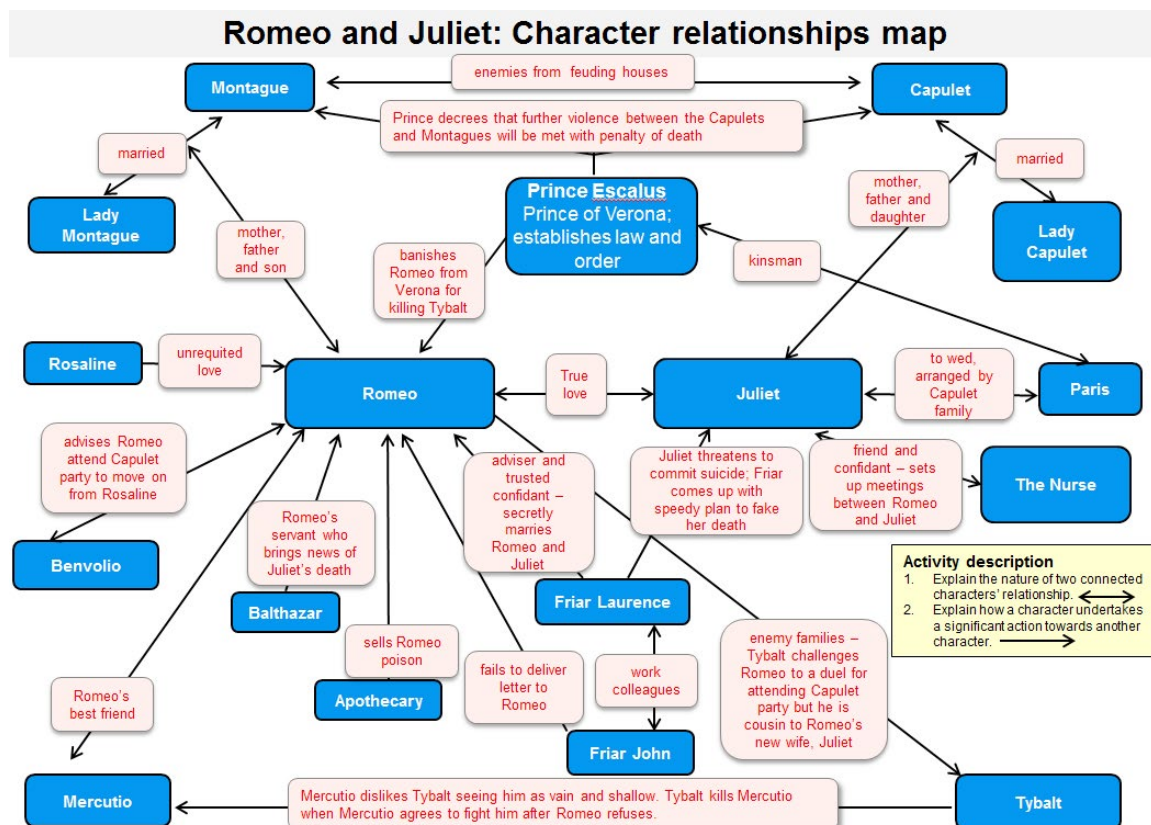
In this lesson, students also review both plot and characterisation to clarify their understanding of events and themes in *Romeo and Juliet*. Next, students will revise paragraph structure before reading two different interpretations of *Romeo and Juliet*, and writing a paragraph response to one of these interpretations using evidence to support or refute it.

Lesson answers

1. Open **Sheet 13 — Plot graph** and complete the plot diagram. Each key dramatic feature is already mapped on the diagram. Your job is to identify what action happens at each stage of the plot.

See **Sheet 13 answers**.

2. View the **Slideshow — Character relationships map** and complete the activity.



3. Look at the following image that depicts the final scene in *Romeo and Juliet*.

No answer required.





4. Who is shaking hands behind the dead bodies of *Romeo and Juliet*? What does this handshake represent? (1–2 sentences)

Capulet and Montague are shaking hands. Their handshake represents the end of their long-standing family feud that disallowed Romeo and Juliet from being together and led to the tragic fate of the young lovers.



5. Who also lies dead beside Romeo and Juliet? (1 sentence)

Paris lies dead beside Romeo and Juliet.

6. Friar Laurence is depicted on his knees, looking to heaven as though praying. Why might he be depicted in this way? (1–2 sentences)

For example:

Friar Laurence's depiction might suggest that he feels culpable for his involvement and he seeks forgiveness from God. Friar Laurence's depiction might represent him seeking answers and understanding from God for such a waste of young lives.

7. Open **Sheet 14 — Interpretations of *Romeo and Juliet***. After reading each interpretation provided, complete the activities and send to your teacher for feedback.

Answers to this send-in task have been supplied only to the teacher.

8. Use the editing checklist below to refine your paragraph on **Sheet 14**.







Personal response required.

Lesson 9

Topic: Interpretations of Shakespearean tragedy

Interpreting thematic messages

Lesson concepts

-  Expressing opinions, evaluations and judgments — Influence of value systems, context, purpose, mode of communication
-  How texts reflect the context of culture and situation in which they are created
-  Evaluating texts — Representations in texts: social, moral and ethical positions
-  Language devices — Thematic and intertextual connections with other texts
-  Texts and context — Representations in texts: structural choices
-  Comprehension strategies — Constructing meaning about: embedded perspectives, supporting evidence

Lesson notes

In this lesson, students reflect upon the messages communicated by key themes in *Romeo and Juliet*. They then listen to the **Audio — *The butterfly lovers*** to understand a comparable tragic narrative from a different cultural context. Students then compare the two stories to examine the similarities and differences in thematic messages communicated by different tragic narratives.

Lesson answers

1. Identify messages communicated by the themes in *Romeo and Juliet*. Complete the table. The major themes and one possible message has already been analysed for you.

Theme	Negative aspects	Positive aspects	Possible message
love	<ul style="list-style-type: none"> Romeo's love for Juliet draws the attention of Tybalt Romeo and Juliet believe they cannot live without each other, therefore dying when they believe/realise the other is dead. 	<ul style="list-style-type: none"> The families realise that the love their children had for each other was stronger than their hate. 	<ul style="list-style-type: none"> Love can lead people to make hasty or foolish decisions, but can also bring enemies together.
fate	<ul style="list-style-type: none"> No matter the intention or choices of a person, their outcomes are already predestined. 	<ul style="list-style-type: none"> Fate can lead to good things, such as Romeo and Juliet finding true love. 	<ul style="list-style-type: none"> Sometimes tragic things are fated to happen in order for society to change their behaviours and attitudes.

2. Listen to the **Audio — *The butterfly lovers***.

No answer required.

3. Open **Sheet 15 — Comparing tragedies** and complete the table on the sheet to compare *Romeo and Juliet* and *The butterfly lovers*.

See **Sheet 15 answers**.

4. In order to examine similarities and differences in the messages produced by the two 'tragic' narratives, answer the following questions.

- a. What is the most striking difference between the two texts?

The most significant difference between the two stories is the fact that at the end of *Romeo and Juliet* the feuding families bury their enmity and come together in peace. However, in *The butterfly lovers*, Zhu Yingtai's family experience the loss of their daughter without acknowledging their part in the tragedy.

- b. Both texts seem to provide similar thematic messages for which issue? Explain these similar thematic messages and identify how the texts advance the message.

Both narratives highlight the need for members of the younger generation to be able to fully realise their heart's desires or they will suffer a tragic fate. Both texts advance this message about the need for society to change by revealing the tragic consequences that following tradition can have on young people's lives.

- c. What type of social effect might these narratives have had on their original audiences?

These two tragic narratives might have caused their original audiences to question the effect that rigidly following social conventions has on the younger generation.

- d. What values might be encouraged or discouraged by each story?






The two stories seem to promote values such as dedication and pursuing your true passion in life. They both discourage marriage as a means to improve social status rather than for true love.

Lesson 10

Topic: Analytical responses

Understanding language features and text structures of literary analysis

Lesson concepts

-  Punctuation — Citing and referencing conventions
-  Sentence and clause level grammar
-  Grammatical function — Higher order concepts and complex texts, nominalisation, clause combinations, technicality
-  Point of view — Refuting others' interpretations
-  Texts and context — Representations in texts: structural choices

Lesson notes

This lesson is aimed at revising language features and text structures relevant to literary analysis in preparation for the assessment. Students will revise the use of nominalisation, technical terms related to Shakespeare, modality and a variety of clauses and sentences. The **Slideshow — Integrating citations** illustrates how to integrate quotations into literary analysis in a cohesive way.

Lesson answers

1. Complete the crossword by using the clues and hints supplied in order to review language features of Shakespearean tragedy

Down

Attributing human characteristics to something that is not human such as objects, concepts, forces — **personification**

The pairing of contradictory words for effect — **oxymoron**

When a writer hints at future events that will occur in a plot — **foreshadowing**

Across

An exaggeration used to emphasise a point or to achieve literary effects — **hyperbole**

A monologue where a character reveals thoughts without directly addressing anyone; the character speaks to himself or herself — **soliloquy**

When one thing is said to be something that it is not; it is not meant to be taken literally — **metaphor**

A self-contradictory statement that may be true — **paradox**

Lesson answers

2. The following is an example of which literary device — simile, metaphor or oxymoron? Choose your answer and explain.

Romeo:

O, she doth teach the torches to burn

bright! It seems she hangs upon the cheek of night

Like a rich jewel in an Ethiop's ear,

Beauty too rich for use, for earth too dear! (1.5.42–45)

Simile — Shakespeare compares Juliet's beauty to a rich jewel in an African's ear. While not literal, the description expresses his meaning about her beauty.

3. The following is an example of which literary device — foreshadowing, hyperbole or verbal irony? Choose your answer and explain.

Romeo:

Her eyes in heaven

Would through the airy region stream so bright

That birds would sing and think it were not night. (2.2.20–22).

Hyperbole — Shakespeare uses exaggeration to make his point about Juliet's beauty and the effect it has on Romeo.



4. Shakespeare foreshadows events in the play, expressing the idea that fate and fortune have already decided the future for Romeo and Juliet. Find three examples of foreshadowing from the play. Take your time until you find really good examples of foreshadowing.

Personal response required. For example:

Romeo:

*'I fear too early: for my minds misgives
Some consequence yet hanging in the stars
Shall bitterly begin his fearful date
With this night's revels and expire the term
Of a despised life closed in my breast
By some vile forfeit of untimely death.'* (1.4.104–113)

This is a foreshadowing of what is to happen. The 'consequence' is a fateful chain of events that terminates Romeo's life.

Or

Juliet:

*'... if he be married
My grave is like to be my wedding bed.'* (1.5.135)

Juliet expresses that she would rather die than marry anyone other than Romeo. She is unknowingly foreshadowing her own fate where her wedding bed turns into her grave.

Or

Romeo: *'This day's black fate on more days doth depend;
This but begins the woe others must end.'* (3.1.119–120)

Romeo predicts that this dark day of Mercutio's death will bring more dark days.

Or

Romeo: *'O, I am fortune's fool!'* (3.1.136)

After Romeo kills Tybalt, he expresses that he believes he is fortune's plaything, as if he has no control over his life or future.

Or

Juliet:

*'Methinks I see thee, now thou art below,
As one dead in the bottom of a tomb:
Either my eyesight fails, or thou look'st pale.'* (3.5.55–57)

Juliet predicts that Romeo will be 'dead in the bottom of a tomb'. Although Romeo reassures her, this foreshadowing of events comes true.

5. Using one example of foreshadowing from Task 4, write a paragraph that explains what is foreshadowed and what this might suggest about who or what is to blame for the tragedy in the play. (3–4 sentences) Personal response required. For example:

When Romeo was on his way to gatecrash the Capulet party, he demonstrates a strong belief in fate when he ominously predicts that 'I fear too early: for my minds misgives / Some consequence yet hanging in the stars.' (1.4.104–113) Romeo suggests his future is already written in the stars and he believes the stars are not shining kindly upon him. Shakespeare purposely includes such foreshadowing to help develop the idea that fate is marching Romeo and Juliet inextricably toward their tragic end, no matter what they might do.

6. Rewrite the following statement with a reduced level of modality:

*Shakespeare **de initely wants** the audience to accept the idea that Juliet is affected by forces beyond her control, which ultimately lead to her doom. This is, **without a doubt, completely undeniable** as there are **certainly never** any instances where Juliet's own decisions influence the tragedy of the final act.*

It could be argued that Shakespeare wants to position the audience to accept the idea that Juliet is affected by forces beyond her control, which ultimately lead to her doom. This is probable because there are few instances where Juliet's own decisions influence the tragedy of the final act.

7. Open **Sheet 16 — Text connectives** to revise these. **No answer required.**

8. Write two statements about *Romeo and Juliet* using a complex sentence and a text connective, for example:

Although fate contributes to the tragedy of *Romeo and Juliet*, social forces also play a part.

For example:

Complex sentence 1:

Romeo and Juliet are to blame for their fate, despite the influence of the Friar and the Nurse.

Complex sentence 2:

As a result of Romeo's brash and emotional nature, events unfold to a tragic end.

9. View the **Slideshow — Integrating citations**. **No answer required.**

10. The theme of love is prevalent throughout *Romeo and Juliet*.

'Shakespeare doesn't portray love in pretty, dainty terms. In fact, he portrays love as savage and powerful, capable of generating deep pain and suffering in the one afflicted. Love is revealed by Shakespeare to be an emotion that pits individuals against the world and even themselves.'

Agree or disagree with this statement using evidence from the play. (1–2 paragraphs)

Personal response required. For example:

Right from the start of the play, love is expressed in extreme and passionate terms. Romeo speaks of love as an abstract and painful experience like 'a madness most discreet' (1.1.184). This depiction of love in violent terms continues when Mercutio jokes with Romeo that 'If love be rough with you, be rough with love; / Prick love for pricking, and you beat love down' (1.4.27–28). Shakespeare's characters are catapulted into a world of extremes because of the love they feel and hence make extreme decisions as a result. Juliet happily considers rejecting her family to be with Romeo when she states, 'Deny thy father and refuse thy name;' (2.2.34), and considers death a reasonable option when she states, 'If all else fail, my self have power to die' (3.5.242). Consistently, love is expressed in these violent and extreme terms confirming that indeed Shakespeare does not depict a soft, fluffy concept of love, but rather a powerful and brutal emotion capable of transforming personal lives and even society.








Lesson 11

Topic: Analytical responses

Using language to respond to interpretations of literature

Lesson concepts

-  Sentence and clause level grammar
-  Grammatical function — Higher order concepts and complex texts, nominalisation, clause combinations, technicality
-  Point of view — Refuting others' interpretations
-  Texts and context — Representations in texts: structural choices
-  Comprehension strategies — Constructing meaning about: embedded perspectives, supporting evidence

Lesson answers







This is an Assessment lesson. Follow the directions in the lesson book to complete the **Assessment Task Sheet Checkpoint 1**.

Lesson 12

Topic: Film codes and conventions

Understanding visual codes

Lesson concepts

-  Expressing opinions, evaluations and judgments — Influence of value systems, context, mode of communication
-  Visual language
-  Expressing preferences and evaluating texts
-  Evaluating texts — Representations in texts: social, moral and ethical positions
-  Texts and context — Representations in texts: visual choices
-  Text processing strategies — Navigation and reading paths

Lesson notes

In this lesson, students will examine how visual codes commonly used in visual texts make an impact on the viewer. This lesson also provides opportunity for students to examine the assessment task: a review of a Shakespearean film. Students will watch a short video and consider how the director's choices affect the interpretation an audience might make.

Lesson answers

1. Open **Sheet 17 — English glossary Year 10** Unit 4.2. You will be referring to this glossary within this lesson and throughout the unit. **No answer required.**
2. Look carefully at the two images. They are both shots of the same character doing the same thing, but there are a number of differences.
 - a. Make a list of the differences between the two images.
For example:
 - camera angle
 - shot type
 - lighting.
 - b. What feelings are communicated by each shot? How is the audience meant to perceive the character in each shot? (2–3 sentences)
Image 1 positions the audience to feel that the character is pensive, depressed or upset. Image 2 positions the audience to feel like the character is confident and that they possibly have a position of authority.

3. View the **Slideshow — Visual codes and conventions: ilm** and read each section carefully. As you view the slideshow, answer the questions that follow.

Personal response required. For example:

- a. Define the term 'saliency' in your own words. **The most noticeable feature of an image.**
- b. Define the term 'vectors' in your own words.
Visual elements that draw the viewer's eyes to the image's focal point.
- c. Define the term 'reading path' in your own words.
The way a viewer's eyes track across an image.
- d. Discuss saliency in the image on the previous page. What is the first thing the viewer's eyes are drawn to? (1–2 sentences)
The viewer's eyes are first drawn to the centre of the image, focusing on the interaction between the man and the boy.
- e. What vectors are responsible for creating a reading path in response to this image? (1–2 sentences)
The long, diagonal shadows in the bottom right-hand corner of the image cause the viewer's eyes to track toward the figures in the centre of the image.
- f. What does this image depict? (1–2 sentences)
This image depicts an interaction between a man and a boy.
- g. What subtle or implied meanings might be conveyed by this image? (1–2 sentences)
This image conveys a sense of sadness and loneliness.
- h. How are these implied meanings conveyed? Refer to elements within the image in your response. (1–2 sentences)
The image is in black and white, and the two silhouetted figures cast long shadows from the light overhead, thus the isolation of the man and boy is accentuated.

4. Answer the questions that follow in order to develop your understanding of *mise en scène*.

- a. From which language does the term 'mise en scène' originate from?
The term 'mise en scène' originates from French.
- b. What recognisable words are evident in the term? What clues might these recognisable words provide about the meaning of the phrase? (1–2 sentences)
The word 'scene' is still recognisable to English speakers and hints at the fact this term refers to the composition of a film scene.
- c. What might the term mean? (1 sentence)
'Mise en scène' is a French term meaning 'within the frame'. It refers to all the visual elements packed into a scene.

5. View the **Video — Days like these**. **No answer required.**

6. Answer the following questions about the **Video — Days like these**.

For example:

- a. What is it about the setting that suggests Dan may not be financially well off? (1–2 sentences)
There is graffiti on the walls in the stairwell, and the apartment appears small (the dining table is in the kitchen) and bare (furniture is simple and there is little decoration).

- b. What choices in props and costume suggest Dan is enduring financial hardship? (1–2 sentences)

The pile of overdue bills on the table and basic cooking equipment used in the scene suggest that Dan is enduring financial hardship.

- c. What choices in props and costume suggest Dan is well looked after by his mother? (1–2 sentences)

The fact that Dan's mother is dressed in a work uniform and that the camera pans past a set of trophies and awards give the impression that Dan's mother is supportive of him.

- d. What does the mise en scène reveal about the central character, Dan? Explain how costume, props and setting help communicate messages about Dan. (2–3 sentences)

Dan is from a family that is not financially well off yet he is well looked after by his mother. Dan's father is in prison and this is revealed when Dan picks up the envelope with the words 'HM Prison' printed on it.

- e. How does the mise en scène reflect attitudes and assumptions that are held by some people about Aboriginal peoples in Australia? (2–3 sentences)

The mise en scène effectively positions the audience to believe Dan and his mother are economically disadvantaged, and that his father is in jail.

- f. Why might the Aboriginal director, Martin Adams, wish to highlight these attitudes and assumptions? (2–3 sentences)







The placement of certificates among the trophies with titles such as 'Award for Excellence' is most likely used to indicate that Dan also displays academic prowess. The stereotype of Aboriginal peoples only being excellent at sport is called into question by this element of the mise en scène.

Lesson 13

Topic: Film codes and conventions

Understanding moving images

Lesson concepts

-  Expressing opinions, evaluations and judgments — Influence of value systems, context, mode of communication
-  Visual language
-  How texts reflect the context of culture and situation in which they are created
-  Expressing preferences and evaluating texts
-  Evaluating texts — Representations in texts: social, moral and ethical positions
-  Texts and context — Representations in texts: structural choices, visual choices

Lesson notes

In this lesson, students will examine how camera movement and editing techniques common to film texts combine to make meaning. Students will watch two short videos and consider how the director's choices affect the interpretation an audience might make.

Lesson answers

1. View the **Slideshow — Moving images** and read each section carefully. As you view the slideshow, answer the questions that follow.

- a. Summarise information about camera movement by completing the paragraph below, choosing words from the list provided.

When the camera **tilts** it moves along a **vertical** axis to capture action or to reveal elements of the scene. **Tracking** involves the camera moving forwards, backwards, diagonally, vertically, or from side to side to **follow** the action. **Panning** may be slow or fast; the camera remains fixed to one spot and moves **horizontally**, left or right, across a 180-degree axis. **Zooming** in and out is common in film texts; this technique involves the lens of the camera **adjusting** to make subjects appear smaller or larger in the frame.

- b. In order to consolidate your learning about editing techniques, complete the table of key terms matching the correct term to its definition.

Key term	Definition
jump cut	a sudden and abrupt change from one scene to another, which disrupts continuity
cut	the transition between one shot and another
montage	a stylistic arrangement of short shots that may have thematic or symbolic meaning, or may simply condense space, time and information for the viewer
long take	a single shot or 'take' of the camera that lasts for a relatively long time
transition	a noticeable change between two shots; some common examples are the 'fade', the 'dissolve' and the 'wipe'
reaction shot	a shot showing the direct reaction or response of a participant to a preceding action or event
cross cut	cutting between two or more scenes of action in a sequence, indicating that events are occurring simultaneously
juxtaposition	the placement of two shots together for comparison or contrast to create an effect
motivated cut	a scene which may allude to something occurring off screen
establishing shot	shows the location relevant to a particular sequence of events; it begins a sequence of shots

2. View the **Video — Yolngu Boy: Three friends reunited**. **No answer required.**

3. Complete the retrieval chart below about the **Video — Yolngu Boy: Three friends reunited**. Describe how the editing technique is used before explaining the intended meaning that is being communicated to the viewer. Analysis of the first technique is supplied to help guide your work.

Editing techniques	Time	Describe what is being shown	Explain what meaning is communicated
long take	Begins at the fifth cut of the film excerpt (0:14)	The camera pans across a lush bush environment to display three boys all in ceremonial attire, carried on the shoulders of Elders.	Both land and culture are important to the narrator as well as his connection to his two friends.
jump cut	From the dream sequence to reality (0:41)	The young narrator is abruptly brought back to the 'here and now'.	It is a somewhat rude awakening, where the link between the past, traditional culture and identity is suddenly detached.
cross cuts	Between the narrator's dream sequence and Botj's journey (0:55), and then to Milika's football match (1:23)	The parallel events occurring in the lives of the three boys.	The sequence of editing links the different lives of the boys who remain connected through bonds of kinship many years later.
montage	During Milika's football match (1:28)	Milika's skill as a player.	Milika's sporting prowess is revealed — his high social esteem is also implied with cuts to cheering members of the community.
motivated cut	Following the dialogue 'The old man wants to see you later' (2:02)	The shot cuts to show how Dawu is looking on, watching Milika play.	Establishes the authority and significance of the Elder, Dawu.

4. View the **Video — Yolngu Boy: Three friends reunited** once more. This time they take note of the number of camera shots used in two scenes: the dream scene and the football scene. Using this information, students complete the activities that follow.
- Count the number of shots in the dream scene (0:01–0:49). **six**
 - Find the average length of a shot by dividing the number of scenes by the length of the dream sequence.
The average length of each shot in the dream sequence is approximately eight seconds.
 - Count the number of shots in the football game scene (1:24–1:57). **14**

- d. Find the average length of a shot by dividing the number of scenes by the length of the football sequence.

Students should do something similar to the following. For example:

- $1.24 \text{ take away } 1.57 = 0.33 \text{ seconds}$
- $33 \text{ divided by } 14 = 2.357.$

Answer: The average length of each shot in the football game scene is approximately 2.5 seconds (after rounding off).

- e. Is the rhythm in the dream sequence fast or slow?

The rhythm in the dream sequence is slow.

- f. What effects would there be if the rhythm was markedly different?

If the rhythm was fast, it would position the audience to perceive the dream as action packed, instead of a peaceful memory.

- g. Is the rhythm in the football match fast or slow?

The rhythm in the football game scene is fast.

- h. What effects would there be if the rhythm was markedly different?

If the rhythm of the football game scene was slow, it would position the audience to believe that the game was boring and not very physical.

5. View the **Video — Yolngu Boy: Excerpt 1**. No answer required.
6. Complete the activity below about the **Video — Yolngu Boy: Excerpt 1** in order to explain how camera movement and editing combine to provide messages about Aboriginal culture, identity or communities in Arnhem Land.

Tick the statements below that you think are correct (**Hint:** There may be more than one correct statement for each section).

Camera movement

- The camera tracks along from the shadows revealing the male initiation ceremony taking place, effectively highlighting this as a significant ritual in Aboriginal culture.
- The camera pans across the landscape revealing the untouched beauty of the Arnhem Land environment.
- The camera zooms in on Botj's face as he watches the initiation ceremony from his hiding spot, effectively capturing the mystery and importance of this event in the lives of Aboriginal males.
- The camera is tilted down on the initiation ceremony, building a sense of suspense that something bad is about to happen.

Editing techniques







- A number of quick cuts are used to build a sense of tension that Botj will be discovered at the initiation ceremony he has not proven himself worthy of attending.
- A number of long takes are used to communicate the idea the boys have a sense of tranquillity, or peacefulness, with the environment.
- A rapid succession of cross cuts is used to foreground the dangerous action involved in the scene.
- Juxtaposition is used to contrast the place of Botj, who is left out of the important ceremony, with that of Lorrpu and Milika, who are experiencing an important ritual in becoming respected men in their Arnhem Land community.

Lesson 14

Topic: Film codes and conventions

Understanding elements of sound

Lesson concepts

-  Expressing opinions, evaluations and judgments — Influence of value systems, context, mode of communication
-  Visual language
-  How texts reflect the context of culture and situation in which they are created
-  Expressing preferences and evaluating texts
-  Evaluating texts — Representations in texts: social, moral and ethical positions
-  Texts and context — Representations in texts: structural choices, visual choices

Lesson notes

In this lesson, students will examine how elements of sound create meaning in film. Students will watch a short video and evaluate how effectively film codes and conventions have been used to communicate a message.

Lesson answers

1. Open **Sheet 18 — Glossary of film terms** now and read over the film terms encountered in this unit to be able to complete the activity that follows.
2. Re-read the last section on **Sheet 18** about sound and complete the table below by choosing answers from the jumbled list and placing them in the appropriate sound category.

Diegetic sound	Non-diegetic sound
Sound that comes from within the 'world' of the film text — creating the auditory reality of the text:	Sound that comes from outside the film text. This is a stylistic use of sound that achieves particular effects:
<ul style="list-style-type: none"> • sounds or noises made by characters, including dialogue • sound effects that occur naturally in the 'world' of the film text • music from within the film text (source music) 	<ul style="list-style-type: none"> • voice over • inner monologue • sound effects that do not originate in the 'world' of the film text • soundtrack

3. View the **Video — Days like these**. As you watch the film excerpt, complete the activity that follows.

Record the different sounds you hear in the retrieval chart and then explain the purpose and effect of each sound. Example answers are supplied to help guide your work.

For example:

Diegetic sound		Non-diegetic sound	
Sound	Purpose and effect on audience	Sound	Purpose and effect on audience
Footsteps on the stairs	Situates the viewer in the setting: Dan is climbing the stairs in a block of flats.	Muffled music and shouting	Communicates the idea that the other tenants might be unsavoury types
Water from the shower	Conveys the idea that it is morning and Dan has been training	Radio news story	The news story refers to an Aboriginal offender, foregrounding a common misconception in Australia about Aboriginal peoples and crime.
Dialogue	The small amount of dialogue in the scene reveals Dan is unemployed. He is most likely being supported by his mother and Dan's father is absent.	Sound effects: dogs barking, construction sounds, siren and alarms	Suggests that Dan and his mother likely reside in a high-density, urban and possibly crime-filled area
Sound effects: cooking, shuffling papers	Sets this scene up to be viewed as a normal, everyday moment in the lives of the characters		

4. Write a paragraph that evaluates how effectively mise en scène and sound have been employed in the film *Days like these* to communicate meaning to the viewer. A topic sentence prompt has been supplied to help guide your writing.

Topic sentence: The arrangement of mise en scène and use of sound in *Days like these* clearly emphasises the challenging circumstances faced by Dan and many other Aboriginal peoples in modern-day Australia.

Explaining sentence/s:

Skilful use of mise en scène and sound by the filmmaker effectively positions viewers to perceive that Dan and his mother are economically disadvantaged, and that Dan's father is in jail.

Evidence sentence/s:

Indeed, the particular choice of sounds featured in the clip foregrounds the idea that Dan and his mother live in an area affected by crime. However, careful examination of the mise en scène reveals schooling certificates among Dan's sporting trophies, drawing attention to the fact that Dan is most likely academically gifted.

Conclusion:

Therefore, the filmmaker's expert use of mise en scène and sound not only communicates particular cultural assumptions about Aboriginal peoples but also importantly calls them into question.

Lesson 15

Topic: Shakespeare on screen

Understanding how themes are adapted for new audiences

Lesson answers

1. Consider the two synopses and explain what similarities and differences there are between them.

a. What are the common features/story lines between the two texts?

Both texts include a young prince whose father has been killed. They both reveal that the prince's uncle was the murderer. In both texts, the ghost of the father speaks to his son. Both texts also involve the prince returning home after an extended absence.

b. What are the different features/story lines between the two texts?

In the second text, the prince is told to leave by his uncle after the death of his father, while in the first, the death of the father happens while the prince is away. In the first text, the ghost of the father instructs the prince to kill his uncle, while in the second the ghost only encourages him to take his rightful place as king. The second text mentions 'two random strangers', while the first does not mention any friends for the prince.

c. How does The Lion King use the storyline from Hamlet to make inter textual connections to the original story? What are the similarities/differences between the two texts (other than the use of animals)?

The Lion King uses inter-textual connections to Hamlet through the use of the storyline which involves a young prince whose father is murdered by his uncle, who then claims the throne for himself. The prince then must return to his home in order to dethrone his uncle and reveal his treachery in order to take his rightful place on the throne. The differences include a happy ending for Simba and the lions in the Disney film, while in Hamlet, the title character dies in his quest for vengeance.

d. Why do you think the Shakespeare's original text Hamlet has been recreated (somewhat) into a children's movie about lions?

The themes of Hamlet include responsibility, loyalty and protecting one's family, which are still prevalent themes in the modern age. Children can learn about not running away from their responsibilities and looking after their friends from the storyline of Hamlet, however because of language and violence in Hamlet it is easier for them to understand if told through a cartoon.

e. How do these adaptations show that Shakespeare's plays still have value for modern audiences?

The Lion King demonstrates that the themes, characters, storylines and conflicts which are used in Shakespeare's plays are still relevant to modern audiences as they contain messages about important issues which are still happening today. Modern people can still be entertained by these stories.

2. Using your research skills, identify film adaptations of famous Shakespeare plays.

Taming of the Shrew

10 Things I hate about you (1999)

Daring Youth (1924 - silent film)

Kiss Me Kate (1953)

Deliver us from Eva (2003)

The Tempest

Forbidden Planet (1956)

Macbeth

Thrones of Blood (1957)

Scotland, PA (2001)

Men of Respect (1991)

Othello

-O (2001)

Romeo and Juliet

Warm Bodies (2013)

Romeo + Juliet (1996)

Romeo Must Die (2000)

West Side Story (1961 - technically a musical)

Tromeo and Juliet (1997)

Gnomeo and Juliet (2011)

Twelfth Night

She's The Man (2004)

3. Identify and explain the perspectives on adaptation that have been communicated by each of Luhrmann's comments.

b. Luhrmann believes that his adaptations will stand the test of time because he has not included particular ideologies which would 'date' or be an idea which future generations will not understand due to rapidly changing attitudes or beliefs.

c. Luhrmann believes that Shakespeare used the fashions, music, behaviours, references and style of his time period, and that if he were alive in the modern era, he would do the same. Therefore, Luhrmann used the fashions, music, behaviours, references and style of the 1990s when he made Romeo + Juliet.








d. Luhrmann's perspective of Shakespeare being 'happy he beat Sylvester Stallone at the weekend box office' alludes to the idea that Shakespeare's plays were performed as popular entertainment during his time, and that Shakespeare would be pleased that he was still considered popular after 400 years.

Lesson 16

Topic: Shakespeare on screen

Viewing a Shakespearean film: Part A

Lesson concepts

-  Language variation and change
-  Expressing opinions, evaluations and judgments — Influence of value systems, context, purpose, mode of communication
-  Visual language
-  How texts reflect the context of culture and situation in which they are created
-  Expressing preferences and evaluating texts
-  Evaluating texts — Representations in texts: social, moral and ethical positions
-  Texts and context — Representations in texts: structural choices, visual choices

Lesson notes

In this lesson, students will begin viewing the film for analysis, *Romeo and Juliet* (1996) directed by Baz Luhrmann. Before they begin watching the film, students will be reminded about the assessment task purpose.

Encourage students to remember their favourite scenes from the original Shakespearean play; usually, this is a good indication of the scenes students could choose for their film analysis because they are familiar with them and would then be able to better compare the film and the play (such as themes or dialogue) when writing their feature article later.

Furthermore, students should be looking for film elements in four particular scenes which would be the most interesting to write about in a feature article.

For example, a scene where the actors best showcase their performances could be combined with the director's use of camera movement, angles, shots, mise en scène, etc. To fully understand how these elements might be talked about in an analysis, students should ask themselves: How do the actors' performances, and the director's use of film codes, advance key messages in this scene and effect the audience? This will then help to determine the opinion students will have about all of the elements in each particular scene.

Remind students that, above all, a film analysis is essentially one person's perspective on a film. The key to writing a good analysis is to back up this argument with evidence. That's what this film analysis framework is about — collecting evidence.

Students should be thinking about all of this as they watch the film and take notes.

Lesson answers

1. Using your knowledge from reading the play *Romeo and Juliet* last unit, answer the following questions about the suggested scenes listed. (1 or 2 sentences)
 - a. Why does a brawl occur between the Capulet and Montague servants in the opening scene?
The Capulets and Montagues have a long-standing family feud and consider each other archenemies.
 - b. Romeo and Juliet meet at the masquerade ball at whose house? the Capulet house
 - c. What is the balcony scene?
After being kicked out of the Capulet Masque ball, Romeo returns and sneaks in to stand below Juliet's balcony. He sees her through the window and speaks words of love.
 - d. Describe the circumstances that lead to Tybalt and Mercutio's death.
To avenge Romeo's attendance at the Capulet ball, Tybalt challenges Romeo to a duel. When Romeo refuses because he is secretly now wed to Juliet (making Tybalt family), Mercutio is disgusted and fights in his place. Tybalt kills Mercutio and to avenge his friend's death, Romeo kills Tybalt.
 - e. Why does Romeo believe Juliet is dead when she had really only taken a potion to appear dead?
The letter explaining the fake death was waylaid when Friar John (the messenger) is quarantined on his way to Mantua.
 - f. Why is Juliet's marriage to Paris brought forward?
Lord Capulet believes Juliet is grieving the death of Tybalt so brings his daughter's marriage forward to cheer her up.
 - g. Describe how both lovers die.
Romeo finds Juliet apparently dead and drinks poison so that he might join her in death. Juliet awakes to find Romeo dead and stabs herself in the heart.
2. Open the **Assessment task**. This framework will help you prepare for your assessment task. No answer required.
3. Make a preliminary decision about which scenes you will analyse for your assessment task. This may change as you view the film. No answer required.
4. View **Video — The director's cut**. No answer required.
5. What three visual codes did the director in the presentation adapt to create the shot he wanted?
The director used lighting, shot type and camera angle to create the shot he wanted.
6. Watch the film *Romeo and Juliet* (1996) directed by Baz Luhrmann in the time remaining. Have the **Assessment task** on hand as you watch the film. Take notes as you go along.










Lesson 17

Topic: Shakespeare on screen

Viewing a Shakespearean film: Part B

Lesson concepts

-  Language variation and change
-  Expressing opinions, evaluations and judgments — Influence of value systems, context, purpose, mode of communication
-  Visual language
-  How texts reflect the context of culture and situation in which they are created
-  Expressing preferences and evaluating texts
-  Evaluating texts — Representations in texts: social, moral and ethical positions
-  Texts and context — Representations in texts: structural choices, visual choices

Lesson notes

In this lesson, students continue watching the film *Romeo and Juliet* (1996) directed by Baz Luhrmann and collating notes about various film codes and conventions. They are also provided with an example scene analysis.

Lesson answers

1. View the **Video — Scene film analysis: 1**. No answer required.
2. View the **Video — Scene film analysis: 2**. No answer required.
3. Continue viewing the film *Romeo and Juliet*, directed by Baz Luhrmann in 1996. Open the **Assessment task** and continue taking relevant notes. Once you reach the scene where Romeo and Juliet meet for the first time, stop the film and answer the following questions. **For example:**
 - a. Describe two film codes used extensively in the scene where *Romeo and Juliet* first see each other.

Close-ups and extreme close-ups are used to excess in this scene. Eye contact is used to express the love and intensity of Romeo and Juliet's meeting. The first eye contact between the two is so intense that words are not required. Extreme close-ups of Romeo followed by extreme close-ups of Juliet are used to join Romeo and Juliet, and also include the audience in this intimate first meeting. In one shot, the mirror image of Juliet is reflected in the fish tank, which depicts Romeo and Juliet framed next to each other, foreshadowing the love that will unite them.
 - b. What do you think the fish tank that stands between Romeo and Juliet might symbolically foreshadow?

The fish tank that stands between them when they first lay eyes on each other is symbolic of the many things that will stand between them in the future. This foreshadowing indicates that there will be a barrier between their love: their feuding families.

- c. The entire scene is set to the soundtrack 'Kissing you' by Des'ree. What mood does this song inspire? How might young audiences react?

The song is wistful, romantic and beautiful. It is filled with hope and love, and since it is a modern song, young audiences will relate to it and enjoy it.

- d. The movement of the camera begins to quicken as the party begins to intrude on Romeo and Juliet's meeting. Juliet is hustled away by her mother and as the characters learn to whose family each belongs, the camera movement and pace increases. What effect does this have on the audience?

The soft, peaceful and romantic meeting of Romeo and Juliet begins to be overtaken by the reality of their feuding families. Clever film techniques are employed to generate this meaning to the audience, in particular the increasing camera movement and panning shots of the wider situation: a meddling Capulet mother bent on marrying Juliet to Paris; Tybalt discovering Romeo Montague has gatecrashed the party. All of this meaning is conveyed through the change in camera movement and shot sizes from close-ups to panning and jump shots.








4. With the time remaining, continue watching the film *Romeo and Juliet* directed by Baz Luhrmann. **No answer required.**

Lesson 18

Topic: Shakespeare on screen

Viewing a Shakespearean film: Part C

Lesson concepts

-  Language variation and change
-  Expressing opinions, evaluations and judgments — Influence of value systems, context, purpose, mode of communication
-  Visual language
-  How texts reflect the context of culture and situation in which they are created
-  Expressing preferences and evaluating texts
-  Evaluating texts — Representations in texts: social, moral and ethical positions
-  Texts and context — Representations in texts: structural choices, visual choices

Lesson notes

In this lesson, students finish watching the film *Romeo and Juliet* (1996) directed by Baz Luhrmann. Once finished, students will formulate their viewpoint by answering a variety of questions that requires them to express an opinion about the film. Specifically, students will identify film codes and conventions for discussion using the notes they collected during the film viewing on the **Assessment task**.

Lesson answers






1. Finish viewing the film *Romeo and Juliet*, directed by Baz Luhrmann in 1996.
No answer required.
2. Open the **Assessment task** to continue recording notes for your assessment task. **Personal response required.**
3. List four examples of film codes and conventions used in the film and how they impacted on the audience. You might use your notes from the **Assessment task** and **Sheet 18 — Glossary of film terms** to help you answer this question.
Personal response required. For example: The vast array of film codes evident in this film are such that students might refer to nearly any of those included in **Sheet 18 — Glossary of film terms**. In particular, students should note the use of editing, sound and camera movement. Ensure students provide specific examples for each film code they discuss and how they affect the audience.
4. Summarise in two or three sentences the likely interpretation of the film from the following viewpoints: **For example:**
 - a. Parent
It would depend on the parent. Some might view the film as too violent and graphic, and disapprove of the way the film promotes teenage love; they might think the characters are far too young to be so committed. Other parents may be grateful that the film addresses the passionate emotions of youth in such a vibrant way.
 - b. Australian teenager
Most teenagers would enjoy the film. It expresses the young love that many teenagers feel for the first time. The film is action-packed, colourful, extreme, edgy and exciting —all the things that many young people enjoy.
 - c. Elizabethan audience
An Elizabethan audience would enjoy the drama, the costumes and the excitement and fun prevalent in the film, much like the excitement of theatre in their era. Aspects they might not understand would include the references to guns.
5. Now that you have finished watching the film, decide which three scenes you will focus on for your film review for your assessment task. **Personal response required.**
6. Once you feel happy with your notes on the **Assessment task**, send a sample of these notes to your teacher for feedback. **Answers to this send-in sheet have been supplied only to the teacher.**

Lesson 19

Topic: Writing a feature article

Comparing representations of themes from Shakespeare to Luhrmann

Lesson concepts

-  Expressing opinions, evaluations and judgments — Influence of value systems, context, purpose, mode of communication
-  Refined use of vocabulary — Shades of meaning and effects on audiences
-  How texts reflect the context of culture and situation in which they are created
-  Expressing preferences and evaluating texts
-  Texts and context — Representations in texts: structural choices, visual choices

Lesson notes

In this lesson, students will examine an example feature article comparing representations of youth in the play and film *Romeo and Juliet*. Students will view a slideshow in order to review evaluative language choices. Students will then view an excerpt from the film *Yolngu Boy* and write sentences using evaluative language.

Lesson answers

1. Open **Sheet 20 — Modelled Feature Article** now and read the film review before answering the questions that follow.

a. What is the purpose of the feature article?

The purpose of the feature article is to demonstrate to the reader how the theme of youth is represented in both Shakespeare's play and Baz Luhrmann's film. It aims to analyse the representations in both texts in order to prove that the representation is similar in both.

b. What is the writer's key point about the theme of Youth in *Romeo and Juliet*? Refer to key words in your response.

The key point in the feature article is that the play and film both represent young people as "rebellious towards authority", "reckless, emotional and headstrong" and "dismissive of their elders". The article also makes the point that contemporary youth are still represented in this way.

c. Complete the retrieval chart that follows in order to identify how the writer discusses representation of youth in both the play and the film. Some have been supplied to help guide your work.

Representation	Shakespeare's Romeo and Juliet	Luhmann's Romeo + Juliet
Youth acting without thinking	"For her part, Juliet is also immediately smitten with the "virtuous and well-governed youth" (I, v. 65), despite him being considerably older, declaring "If he be married; My grave is like to be my wedding bed" (I.v. 132-3). This immediate thought of marriage to Romeo, and the declaration that she might die if she cannot be wed to him, positions the audience to view Juliet as being ruled by her emotions and rather over-dramatic..."	"...one of the Montagues is shot (as the characters use guns rather than swords) and a petrol station is blown up. While an exciting action sequence to start the film, it also shows the audience that these young people are willing to harm each other and endanger the public due to their passionate feud."
Youth rebel against authority	Act 1, scene 1 involves young members of the Montague and Capulet households sword-fighting in the streets of Verona, Italy, however the script makes no mention of any character being harmed. When Prince Escalus arrives, he labels the young men, "Rebellious subjects, enemies to peace," (I, i.74), demonstrating that even during Shakespeare's time, youths were perceived as law-breakers and violence-starters.	"...These symbolic costumes work together to show that the characters are meant to be together, despite their families' hatred of each other."
Old people don't understand young people	"Also like modern youth, the characters in Romeo and Juliet believe that their elders do not understand their emotions and desires. Both Romeo and Juliet complain that their advisors, Friar Laurence and Nurse respectively, cannot understand the depths of their emotions for each other."	Romeo and Juliet's costumes juxtapose those of Juliet's mother and father, who are dressed as the ancient figures Cleopatra and the Roman god Bacchus respectively, suggesting more traditional ideals, thus showing the youth to be dismissive of their parents' attitudes.

d. What does the writer believe the two texts have in common?

The writer believes that both Shakespeare's script and Luhrmann's film represent youth as emotional and passionate but also rebellious and misunderstood by their elders.

e. What does the writer believe is different between the two texts?

The writer suggests that Luhrmann represents youth as more willing to put the public in danger and more destructive than Shakespeare does in his play.

2. Read **Sheet 20 — Modelled Feature Article** again and identify direct and indirect evidence used by the author.

a. The fight between the Montagues and Capulets in Act 1, Scene 1

Shakespeare's Romeo and Juliet

- Direct

When Prince Escalus arrives, he labels the young men, "Rebellious subjects, enemies to peace," (I, i.74),

- Indirect

Act I, scene i involves hot-blooded young members of the Montague and Capulet households crossing swords in the streets of Verona, Italy...

Luhmann's Romeo + Juliet

- Direct

No direct evidence used

- Indirect

"As in the play, the Montagues come into conflict with the Capulets in this first scene, however in Luhmann's version, one of the Montagues is shot (as the characters use guns rather than swords) and a petrol station is blown up."

b. Romeo and Juliet's first meeting

Shakespeare's Romeo and Juliet

- Direct

"Did my heart love til now? Forswear it, sight,
For I ne'er saw true beauty till this night."
(I, v.49)."

&

For her part, Juliet is also immediately smitten with the "virtuous and well-governed youth" (I, v. 65), despite him being considerably older, declaring "If he be married; My grave is like to be my wedding bed" (I.v. 132-3).

- Indirect

Despite his earlier declarations of his love for the unseen Rosaline, Romeo spontaneously falls in love with Juliet at first sight, even going as far as kissing her after having only exchanged a few flirtatious words.

Luhmann's Romeo + Juliet

- Direct

No Direct evidence used. Students could use images and snapshots from the film in their articles to provide direct evidence.

- Indirect

During the masquerade ball, Romeo, played by Leonardo DiCaprio, wears a knight's costume which implies bravery and heroism. Juliet (Claire Danes) is dressed in a white angel gown and wings, suggesting values of innocence and purity.

c. The difference between youth and old people

Shakespeare's Romeo and Juliet

- Direct

"Thou canst not speak of that thou dost not feel.

Wert thou as young as I, Juliet thy love,

An hour but married, Tybalt murdered,

Doting like me and like me banishèd,

Then mightst thou speak, then mightst thou tear thy hair,

And fall upon the ground, as I do now," (III, iii. 67-72)

- Indirect

Both Romeo and Juliet complain that their advisors, Friar Laurence and Nurse respectively, cannot understand the depths of their emotions for each other.

Luhrmann's Romeo + Juliet

- Direct

No Direct evidence used. Students could use images and snapshots from the film in their articles to provide direct evidence.

- Indirect




Romeo and Juliet's costumes contrast with those of Juliet's mother and father, who are dressed as the ancient figures Cleopatra and the Roman god Bacchus respectively

Lesson 20

Topic: Writing a feature article

Using language to analyse texts

Lesson concepts

-  Expressing opinions, evaluations and judgments — Influence of context, purpose, mode of communication
-  Expressing preferences and evaluating texts
-  Editing

Lesson notes

In this lesson, students learn about the use of language devices common to feature articles. Each device is defined and examples of their use provided. Students are then given the opportunity to practise employing these devices when writing about Shakespeare's and Baz Luhrmann's *Romeo and Juliet*.

In this lesson, students are encouraged to read other feature articles to get a feel for the flow and rhythm of a good article. If the teacher is unable to provide examples of well-written feature articles, access examples from magazines, newspapers or online forums for your student to read.

Lesson answers

1. Refer to **Sheet 1 — English glossary Year 10 Unit 4** to revise the following persuasive devices that can be used to persuade audiences: alliteration, allusion, analogy, figurative language, rhetorical questions and technicality. **No answer required.**
2. Use each device listed below to review aspects of Baz Luhrmann's *Romeo and Juliet* in one sentence. Any comment about the film will do to get you practising; for example, you might comment on the quality of film codes and conventions used, the thematic message delivered or the relevance to modern Australian teenage audiences. Use the examples listed on **Sheet 1** to assist you in getting started: **For example:**
 - a. Alliteration: *Romeo appears to be in love with love and lusts after it longingly.* The repetition of the consonant sound 'l' makes the sentence rhythmic and interesting for the reader.
 - b. Allusion: *The soundtrack is the Everest of the film.* Referring to Mt Everest indicates that the soundtrack is the pinnacle or height of the film.
 - c. Figurative language: *The film is a sight to behold and will be stamped on the memory.* The figurative language of being 'stamped on the memory' is a strong way to emphasise the film's memorability.
 - d. Modality: *This film is unquestionably the best rendition of Shakespeare's Romeo and Juliet to date.* Using high modality increases the certainty of the statement and persuades the reader to believe it as fact.

e. Rhetorical question: *Could the director have picked a more outstanding cast?* This rhetorical question leads the reader to recognise how great the cast was for the film.

3. Open **Sheet 20 — Modelled Feature Article** now. Re-read it carefully and answer the questions:

a. Who is the likely audience for this feature article? Refer to evidence from the text.

Based on the content of the article, the audience is likely to be people who have some knowledge of Shakespeare and Romeo and Juliet as the article assumes that the reader knows who the characters in the story are. This is shown in the lines, “When Prince Escalus arrives” and “Mercutio performing...”, as no other information about these characters is given. The article also seems to be written for an older audience as it suggests they remember or know about the fashion and music of that era.

b. Write a paragraph that explains the writer’s perspective of youth. Provide evidence from the article to support your answer.

The writer of the article agrees with Shakespeare’s and Luhrmann’s representations of youth as emotional, rebellious and impulsive. The tone and references within the article suggest that the writer has experience with young people as they use phrases such as, “Juliet... is ruled by her emotions and rather over-dramatic, much like today’s teenagers” and, “...teenagers really have not changed much in 400 years”. An older audience might agree with this, however teenagers reading the article probably wouldn’t agree with the author’s perspective.

c. Identify three examples of language devices in the table below. Name the persuasive device, identify an example in the feature article and then explain what the intended effect of the language device is. The first one has been completed for you to help you get started.

Language device	Example from review	Intended effect
Rhetorical Question	“Do teenagers ever change?”	This rhetorical question gets the audience to consider the point of the article about if youth is any different now to how it was presented in Shakespeare’s time.
Connective	“However, the emotional passion of teenagers did not only create violence, but also love...”	The use of ‘however’ sets up the comparison between violence and love which is present in the play.
Metaphor/ Cliche	“Flower of Youth”	“Flower of Youth” is a metaphoric and cliched phrase which suggests that young people are beautiful and just beginning their journeys.
Pun	“Flower of Youth Blooms Eternal”	Using flower and blooms together creates a pun which draws the eye of the reader and gets them to keep reading the article to find out what the writer is saying.






d. Individual response required.

Lesson 21

Topic: Writing a feature article

Foregrounding perspectives in feature articles

Lesson concepts

-  Expressing opinions, evaluations and judgments — Influence of context, purpose, mode of communication
-  Cohesion — Combining paragraphs: different purposes, audiences, perspectives, stylistic effects
-  Sentences and clause level grammar
-  Expressing preferences and evaluating texts
-  Texts and context — Representations in texts: structural choices

Lesson notes

In this lesson, students will examine the use of cohesive devices. They will examine an example feature article to identify and explain the perspective of the review. Students will then view a slideshow in order to extend their learning about cohesive devices in feature articles. They will then examine another example feature article to identify how cohesive devices foreground the central perspective of the review.

Lesson answers

1. Open **Sheet 21 — Annotated Feature Article** now and re-familiarise yourself with the feature article before completing the activities that follow.
 - a. Reduce each of the six body paragraphs to a single sentence that explains the argument being put forward by the writer.

Body Paragraph 1
Young men in Shakespeare's *Romeo and Juliet* are shown to be impulsive and violent hot-heads who just want to fight.

Body Paragraph 2
Because they are young, *Romeo and Juliet*'s emotions and impulsiveness lead them to fall in love without considering the consequences.

Body Paragraph 3
Romeo and Juliet believe that their elders do not understand what it is like to be young and in love, creating a generational gap.

Body Paragraph 4
Luhmann's film shows that youth are similar to Shakespeare's time, however can be more destructive.

Body Paragraph 5
The first scene in *Romeo + Juliet* represents youth as energetic and fun, but also violent and dangerous.

Body Paragraph 6
The use of costumes and music helps to demonstrate the generational gaps between the young characters and their parents.

b. Reduce the entire feature article to a single sentence that explains the writer's overall perspective of the representation of youth in the play and film.

Young people in both Shakespeare's play and Luhrmann's film are represented as impulsive, emotional and violent, and there is a significant gap between their values and those of their elders.

2. View the **Slideshow — Cohesive devices in film reviews** and read each section carefully. As you view the slideshow, complete the activities that follow.

- a. Summarise information about cohesive devices. Complete the paragraph below by choosing from the word list provided.







Cohesive devices help to **unify** ideas within texts. **Lexical** cohesion creates a series of word associations throughout a text. This can be achieved through **repetition** of particular words or phrases and the use of **synonyms** and antonyms. Text **connectives** link ideas within paragraphs and sentences and can be used to develop **clear** ideas. The different categories of text connectives are **temporal**, causal, additive, comparative, concessive and **clarifying**.

Lesson 22

Topic: Writing a feature article

Shaping sentence and text structures

Lesson concepts

-  Expressing opinions, evaluations and judgments — Influence of context, purpose, mode of communication
-  Sentences and clause level grammar
-  Grammatical function — Higher order concepts and complex texts: nominalisation, clause combinations, technicality
-  Expressing preferences and evaluating texts
-  Texts and context — Representations in texts: structural choices
-  Editing

Lesson notes

In this lesson, students will examine varied sentence structures and clause combinations, specifically the tricolon, interrupting clauses to insert opinion, and varying grammar theme. Students will also learn about text structures integral to a film review. They will be given an opportunity to practise what they learned and also see these things done well in an example film review.

Lesson answers

1. View the **Video — Shaping sentences**. **No answer required.**
2. Open **Sheet 20 — Modelled feature article** and identify the use of one of each of the following:
 - a. Tricolon: ...young people were just as **reckless, emotional and head-strong** as they are today...
 - b. Interrupting clause: **Baz Luhrmann's Romeo + Juliet demonstrates that, despite centuries of difference,** not much has changed in how young people think and behave...
 - c. Noun group in theme position: ...**hot-blooded young members of the Montague and Capulet households** crossing swords in the streets of Verona, Italy
 - d. Text connectives in theme position: **Having only just** caught sight of her from across the room, Romeo exclaims; ...



3. Think about your opinion of Baz Luhrmann's film *Romeo and Juliet*. Write one sentence for each of the following sentence structures and clause combinations about any aspect of the film, for example: the quality of the film codes and conventions, the entertainment value and relevance of the film to young Australians today.
- For example:
- Use the tricolon with just three words combined within a clause or sentence to make a broad opinion statement about the film.
Baz Luhrmann's film is wild, wicked and wonderful.
 - Use the tricolon combining three phrases within a clause or sentence to make comment about Leonardo DiCaprio's performance.
Leonardo DiCaprio's Romeo is super romantic, deeply poetic and lovingly loving.
 - Use an interrupting clause to position the reader to your way of thinking about the film.
*Baz Luhrmann's film adaptation of *Romeo and Juliet*, while wildly colourful, exciting and modern in its interpretation, stays true to Shakespeare's original script.*
 - Use a text connective in theme position.
*As a result of Baz Luhrmann's magical recreation of *Romeo and Juliet*, Shakespeare is loved by an entirely new generation of young Australians.*
 - Use a noun group in theme position.
A belief in love at first sight is created through Baz Luhrmann's thoughtful editing of the moment the young lovers meet.
4. Annotate **Sheet 20** according to the text structures you have just learned about. Identify the orientation, body and conclusion and then look for specific text structures within each section. For example, an orientation grabs attention, so you could identify which part of the orientation achieves this. *Answers will vary.*
5. Summarise your findings in Task 4 by completing the following table that analyses the text structures of the example feature article. *Answers will vary.*

6. Summarise your findings in Task 5 by completing the following table that analyses the text structures of the feature article on **Sheet 20**.

Title of article	The Flower of Youth Blooms Eternal
Audience	Based on the content of the article, the audience is likely to be people who have some knowledge of Shakespeare and Romeo and Juliet as the article assumes that the reader knows who the characters in the story are. This is shown in the lines, "When Prince Escalus arrives" and "Mercutio performing...", as no other information about these characters is given. The article also seems to be written for an older audience as it suggests they remember or know about the fashion and music of that era.
Orientation	
How does the article 'grab attention'?	<ul style="list-style-type: none"> •The use of a pun in the title •Centred byline and large graphic at the beginning of the article •Contentious statement that young people have not changed in 400 years.
What is the tone of the article? How do you know?	The tone of the article is formal with some tongue-in-cheek rhetorical questions which position the audience to consider the nature of youth. This is seen through the use of formal language and paragraph structure and the use of questions like, "Do teenagers ever change?".
What is the writer's perspective of the representations of youth in the two texts?	The writer of the article agrees with Shakespeare's and Luhrmann's representations of youth as emotional, rebellious and impulsive. The tone and references within the article suggest that the writer has experience with young people as they use phrases such as, "Juliet... is ruled by her emotions and rather over-dramatic, much like today's teenagers" and, "...teenagers really have not changed much in 400 years". An older audience might agree with this, however teenagers reading the article probably wouldn't agree with the author's perspective.
What important details about the film and play are revealed?	<i>Romeo and Juliet</i> was written by William Shakespeare and first produced in the 1590s. It is a romance, but also a tragedy. Baz Luhrmann directed <i>Romeo + Juliet</i> , which was released in 1996.
Body	
What are the topics covered in each body paragraph of the feature article?	<p>Body Paragraph 1 Young men in Shakespeare's <i>Romeo and Juliet</i> are shown to be impulsive and violent hot-heads who just want to fight.</p> <p>Body Paragraph 2 Because they are young, Romeo and Juliet's emotions and impulsiveness lead them to fall in love without considering the consequences.</p> <p>Body Paragraph 3 Romeo and Juliet believe that their elders do not understand what it is like to be young and in love, creating a generational gap.</p>












	<p>Body Paragraph 4 Luhmann’s film shows that youth are similar to Shakespeare’s time, however can be more destructive.</p> <p>Body Paragraph 5 The first scene in Romeo + Juliet represents youth as energetic and fun, but also violent and dangerous.</p> <p>Body Paragraph 6 The use of costumes and music helps to demonstrate the generational gaps between the young characters and their parents.</p>
<p>What evidence is used to support the topic sentences of the feature article?</p>	<p>The article uses both direct and indirect evidence from the play and indirect evidence from the film. These include quotes, descriptions and summaries of action and reference to the film techniques, costumes and music within the film</p>
<p>Conclusion</p>	
<p>What specific subject matter is covered in the article?</p>	<p>Both Shakespeare’s and Luhmann’s versions of Romeo and Juliet represent youth as rebellious, passionate and dismissive of their elders, however the modern film version is able to do so in such a way that contemporary audiences can understand, due to the use of film codes and modern references and contexts.</p>

Lesson 23

Topic: Writing a feature article

Sequencing and organising information

Lesson concepts

-  Expressing opinions, evaluations and judgments — Influence of value systems, context, purpose, mode of communication
-  Cohesion — Combining paragraphs and images: different purposes, audiences, perspectives, stylistic effects
-  Sentences and clause level grammar
-  Visual language
-  Refined use of vocabulary — Shades of meaning and effects on audiences
-  How texts reflect the context of culture and situation in which they are created
-  Expressing preferences and evaluating texts
-  Evaluating texts — Representations in texts: social, moral and ethical positions
-  Texts and context — Representations in texts: structural choices, visual choices
-  Editing
-  Use of software

Lesson notes

In this lesson, students will examine how words, images and formatting of feature articles position readers to accept the central perspective of the article. Students will view a slideshow in order to define the purpose of the different structural elements of a feature article. Students will then rewrite parts of an example feature article to emphasise its central perspective. Finally, students will use a feature article planner to plan their feature article for assessment.

Lesson answers

1. View the **Slideshow — Organising written and visual information** and read each section carefully. **No answer required.**
2. Define the purpose of the following features of a feature article:
 - headline: **should highlight the central perspective of the article and attract reader's attention**
 - lead: **should further emphasise central perspective and stand out**
 - information tables: **provide important information that can be read 'at a glance'**
 - images and captions: **highlight positive or negative aspects of film and play; captions describe images**
 - block quotations: **highlights important quotes from the article that support the central perspective**



3. Open **Sheet 20 — Modelled Feature Article** and re-familiarise yourself with the film review before completing the activities that follow. **Answers will vary.**
4. Open the **Assessment Task Checkpoint 2** and complete the planner in preparation for your upcoming assessment task. This is a send-in task so that your teacher can supply feedback before you write your final film review. Follow teacher direction regarding submission. **Answers to this send-in task have been supplied only to the teacher.**

Reading journal: Act 1

Read act 1 of the play *Romeo and Juliet* and answer the following questions. (Remember to apply citation conventions when required.)

Act 1, scene 1

Summary (20 words or less):

Montagues and Capulets brawl. Further brawls will result in death. Romeo is upset about Rosaline. Benvolio tries to cheer him up.

Questions

What decree is made by the Prince?

Due to the constant disruptions of the peace caused by the Montagues and Capulets, any further violence will result in the death of an offender from either house.

What is wrong with Romeo? What advice does Benvolio give Romeo to aid him?

Romeo has been brooding over Rosaline. He has been shutting himself in his room during the day and roaming around at night. His parents are concerned about him. Benvolio suggests that Romeo should look at other women to cure him of Rosaline.

Romeo explains his mixed feelings about love using an oxymoron. What is an example of an oxymoron used by Romeo? What is Romeo saying about love?

Literary term	Definition
oxymoron	the pairing of contradictory words for effect; it highlights paradox and contrast and is often patterned as an adjective–noun, for example: ‘deafening silence’

‘Heavy lightness’ (1.1.170). Romeo is saying that love can make you feel opposing emotions at the same time (heavy/light).

Act 1, scene 2

Summary (20 words or less):

Paris desires Juliet. Romeo discovers there is a Capulet party that Rosaline is invited to. Benvolio suggests attending to compare Rosaline with others.

Questions

What arrangement do Paris and Capulet come to?

Paris can woo Juliet. If she likes him, he may pursue her.

Why does Benvolio suggest attending Capulet’s party?

Benvolio encourages Romeo to compare Rosaline to other beauties and in doing so, understand that she is not the only beautiful woman in Verona.

Find a quote to support the statement: Romeo believes that no-one can compare to Rosaline.

‘Thou canst not teach me to forget.’ (1.1.233)

Act 1, scene 3

Summary (20 words or less):

Juliet's mother encourages her to accept Paris's advances. Juliet seems reluctant but says she will give it a go.

Questions

What is Juliet's opinion of marriage?

Juliet hasn't thought of marriage before.

How old is Juliet?

almost 14

Act 1, scene 4

Summary (20 words or less):

The boys head to the Capulet party. Reluctant to attend, Romeo mentions a foreboding dream he had. Mercutio dismisses Romeo's concerns.

Questions

The mood of Romeo contrasts that of his friends. What is the reason for Romeo's mood?

He is lovesick, or at least playing the role dutifully, 'Under love's heavy burden do I sink.' (1.4.22)
 He also had a foreboding dream, which may be a cause of concern: '... 'tis no wit to go ...'
 'I dream'd a dream to-night' (1.4.50–51)

Find a quote to support the statement: Shakespeare uses Romeo's dream to foreshadow tragic events.

Literary term	Definition
foreshadowing	providing subtle hints that indicate what will occur later in a narrative; builds anticipation about what will happen next

Romeo: 'I fear too early: for my mind misgives/ Some consequence yet hanging in the stars/ Shall bitterly begin his fearful date/ With this night's revels' (1.4.107–110)

Act 1, scene 5

Summary (20 words or less):

Romeo and Juliet meet and are attracted to each other but learn they are enemies. Tybalt is insulted by Romeo's attendance.

Questions

What comparisons does Romeo make in his soliloquy about Juliet? What do these objects have in common? What symbolic meanings do Romeo's statements have?

Literary term	Definition
soliloquy	when a character is alone onstage and talks to themselves, expressing their innermost thoughts and feelings

Juliet is compared to a piece of jewellery, a bright light and a dove. All the images are striking and bright. Juliet is symbolically aligned with the positive connotations of light, purity and goodness.

What is Capulet's opinion of Romeo?

Capulet suggests Romeo is a decent person: 'Verona brags of him / To be a virtuous and well-govern'd youth.' (1.5.67–68) This causes the reader to contemplate just how deep the enmity runs between the houses.

What promise does Tybalt make after seeing Romeo?

Taking Romeo's attendance as an insult, Tybalt vows to seek revenge.

What shocking discovery do Romeo and Juliet make at the end of the scene?

After meeting and kissing, Romeo and Juliet discover that the Capulet–Montague feud establishes them as enemies, which means any romance is highly unlikely.

Find a quote to support the statement: Romeo is quick to forget his love for Rosaline.

Romeo: 'Did my heart love til now? forswear it, sight! / For I ne'er saw true beauty till this night.' (1.5.51–52)

End of act 1: things to consider

Do you believe in love at first sight? Is Romeo's love legitimate? **Personal response required.**

For example: Discussion of how fickle Romeo's love appears. He very quickly turns his love for Rosaline to Juliet. Is true love possible after such a short time?

What is your opinion of Tybalt? **Personal response required.**

For example: hot tempered; quick to anger; violent hatred of the Montague family

What messages about love do you think Shakespeare focuses on?

Personal response required.

For example: Love is hot and fast; love at first sight is possible; love is passionate and all-consuming; love can be painful and hard to bear.

Reading journal: Act 3



Read act 3 of the play *Romeo and Juliet* and answer the following questions. (Remember to apply citation conventions when required.)

Act 3, scene 1
<p>Summary (20 words or less):</p> <p>Tybalt challenges Romeo. Romeo refuses to fight. Mercutio and Tybalt fight. Mercutio is killed. Romeo avenges Mercutio and is banished.</p>
<p>Questions</p> <p>What causes Mercutio's death? Who is to blame? (1–2 sentences)</p> <p>Mercutio is stabbed by Tybalt as Romeo attempts to hold him back. Culpability for Mercutio's death could extend to Tybalt, Mercutio himself or to Romeo.</p>
<p>Find an example of verbal irony used by Mercutio as he is dying. What is the effect of this? What is revealed about his character?</p> <p>Example</p> <p>'No, 'tis not so deep as a well, nor so wide as a / church door; but 'tis enough, 'twill serve.' (3.1.87–88)</p>
<p>Effect</p> <p>Mercutio's ironic approach shows that his character remains consistent until death.</p>
Act 3, scene 1 (continued)
<p>Explain Romeo's statement 'I am fortune's fool'. (3.1.132) Do you agree with Romeo's statement? Why/why not? (3–4 sentences)</p> <p>Romeo, true to the Elizabethan mindset, sees fortune as a cosmic force that intervenes in human lives. He suggests that fortune has made a fool of him. Romeo sees himself as a pawn moved to and fro by fortune. He has no control over his own destiny. Has Romeo played any part in the unfortunate events? Did he have to kill Tybalt in revenge?</p>
<p>What is Romeo's punishment for his role in the fight? (1–2 sentences)</p> <p>He is banished. If he is found in Verona after sunset, he will be killed.</p>
<p>Find a quote to support the statement: Romeo believes he has bad luck.</p> <p>Romeo: 'This day's black fate on moe days doth depend; / This but begins the woe, others must end.' (3.1.119–120)</p>
<p>Use evidence from the scene to refute the statement: Bad luck is responsible for the dire turn of events in this scene. (1–2 sentences)</p> <p>Romeo actively seeks revenge against Tybalt for the murder of Mercutio; he gives in to his anger exclaiming, '... fire-eyed fury be my conduct now!' (3.1.86)</p>

Act 3, scene 2

Summary (20 words or less):

Juliet's eager anticipation of Romeo's arrival is interrupted by the news of Tybalt's death and Romeo's banishment.

Questions

Why does Juliet eagerly await the night? (1–2 sentences)

At night, Romeo will meet with Juliet. Under cover of darkness he will be able to sneak to her chamber as they are now married.

Shakespeare uses figurative language to emphasise Juliet's impatience. Find an example and explain its effects.

Metaphor/allusion:

Juliet: 'Gallop apace, you fiery-footed steeds, / Towards Phoebus' lodging:' (3.2.1–2)

Juliet refers to Greek mythology, which describes the sun as being pulled across the sky by Phoebus, the sun god. Juliet is telling him to hurry up, so night will fall quickly.

Simile:

Juliet: '... so tedious is this day / As is the night before some festival / To an impatient child that hath new robes / And may not wear them.' (3.2.28–31)

Juliet compares herself to an eager and impatient child who looks forward to something enjoyable.

Find a quote to support the statement: Dealing with Romeo's banishment is even worse than dealing with the death of her family members.

Juliet: '... that one word "banished", / Hath slain ten thousand Tybalts.' (3.2.117–118)

Act 3, scene 3
<p>Summary (20 words or less):</p> <p>Romeo is distraught about his banishment. Friar Laurence recommends Romeo visit Juliet before leaving Verona. Laurence promises to reunite them eventually.</p>
<p>Questions</p> <p>What is Romeo's response to news of his banishment? (1–2 sentences)</p> <p>He would rather die, for banishment, and life without Juliet, is worse than death.</p>
<p>Friar Laurence attempts to offer Romeo some advice or 'philosophy' (3.3.55–57). What is Romeo's response? What does this say about Romeo? (3–4 sentences)</p> <p>Romeo refuses to listen to the Friar's advice. Romeo suggests the Friar cannot see the situation from his perspective. Romeo claims that if situations were reversed, the Friar would act like him. Romeo's response paints him as irrational, self-centred, overly emotional and not inclined to listen to authority figures.</p>
<p>What is Friar Laurence's plan to reunite Romeo and Juliet? (1–2 sentences)</p> <p>Romeo must be patient, staying in Mantua until such a time as the Prince's pardon can be gained.</p>
<p>Find a quote to refute the statement: Friar Laurence is completely sympathetic to Romeo's extreme expressions of sadness.</p> <p>Friar Lawrence: 'Hold thy desperate hand: / Art thou a man? thy form cries out thou art: / Thy tears are womanish; thy wild acts denote / The unreasonable fury of a beast.' (3.3.108–111)</p>

Act 3, scene 4
<p>Summary (20 words or less):</p> <p>Capulet makes the decision that Juliet will marry Paris on Thursday morning.</p>
<p>Questions</p> <p>What does Capulet decide for his daughter in this scene? (1–2 sentences)</p> <p>Juliet will be wed to Paris.</p>
<p>How does this event serve as a complication for the plot? (3–4 sentences)</p> <p>Juliet is already married to Romeo. She can't be married twice. The audience feels tense. Either the truth will come out about her and Romeo, or she will betray Romeo by marrying Paris. From the Elizabethan perspective, a marriage to another would be an insult to decency and a violation of religious laws.</p>
<p>Find a quote to refute the statement: Capulet has great authority over his daughter.</p> <p>Capulet: 'I think she will be ruled / In all respects by me; nay more, I doubt it not.' (3.4:13–14)</p>

Act 3, scene 5

Summary (20 words or less):

Capulet will disown Juliet if she doesn't marry Paris. Juliet turns to the Friar for help, but also contemplates suicide.

Questions

Juliet explains a foreboding vision of Romeo in lines 54–57. What is this vision and what does it hint at? (3–4 sentences)

As Romeo climbs down from Juliet's balcony, she looks at him as if viewing someone in a tomb or coffin. She remarks he looks pale — like a corpse. This may foreshadow Romeo's death. We know, according to the prologue, that 'A pair of star-cross'd lovers take their lives'.

What is Juliet's reaction to the news that she will be wed to Paris? What does Capulet have to say about this? (2–3 sentences)

Juliet clearly says the marriage will not make her happy. It is ironic when Juliet questions the haste at which the wedding is being arranged (3.5.120–122). Capulet offers an ultimatum: either Juliet marries Paris or she will be disowned.

What does Juliet see as her only two options by the end of the scene? (1–2 sentences)

She will seek the Friar's advice for a plan that may be able to salvage the situation. If that fails, she will kill herself.

Find a quote to support the statement: Juliet believes fortunes can swiftly change.

Juliet: 'O Fortune, Fortune! all men call thee fickle: / ... Be fickle, fortune, / For then, I hope, thou wilt not keep him long, / But send him back.' (3.5.60, 62–64)

Refer to evidence from the scene to refute the statement: The nurse is the only person Juliet feels she can depend on. (3–4 sentences)

Juliet appeals to the nurse in the hope she can provide advice on how to avoid marriage to Paris, but it appears the nurse is siding with Juliet's parents. The nurse advises that Juliet should just marry Paris. At this point, Juliet makes the decision to never rely on the nurse ever again.

Juliet: 'Go, counselor; / Thou and my bosom henceforth shall be twain.' (3.5.240–241)

End of act 3: things to consider

The experiences of Romeo and Juliet change significantly in act 3. How are these experiences reflected in the emotional states of the characters? (3–4 sentences)

In act 3, the experiences of Romeo and Juliet transform from that of blissful love to that of anguish and desperation. Romeo overreacts and threatens to kill himself after he hears of his banishment from Verona. In act 3, scene 5, Juliet morbidly reasons that she only has two options available to her in order to escape marriage to Paris — seek the Friar’s help or take her own life.

Do you agree or disagree with the following statement: ‘Fortune or fate plays a role in the events for Romeo and Juliet’? Explain. (3–4 sentences)

For example:

Fate seems to play an important role in bringing about the tragedy in Romeo and Juliet. From the very outset, the young lovers are described as ‘star-cross’d’ and the audience is informed that they will take their own lives. Certainly there were other options Romeo and Juliet could have taken to avoid their destiny. It appears that Shakespeare wanted the audience to question the power of people to direct their own lives in the face of powerful social institutions, as represented by the lovers’ feuding families.

Reading journal: Act 4

Read act 4 of the play *Romeo and Juliet* and answer the following questions. (Remember to apply citation conventions when needed.)

Act 4, scene 1

Summary (20 words or less):

Juliet seeks help from Friar Laurence. If she can't get it, she'll commit suicide.

Question

What plan does Friar Laurence develop? (3–4 sentences)

On Wednesday night, Juliet is to go to bed alone and drink a potion devised by Friar Laurence that will make her appear lifeless for 42 hours. She will be transferred to her family crypt. In the meantime, Laurence will send word of the plan to Romeo. Romeo will come back to Verona to take Juliet away to Mantua where they will live together.

Find a quote to support the statement: Juliet is desperate to avoid marriage to Paris.

Juliet: 'Things that, to hear them told, have made me tremble; / And I will do it without fear or doubt, / To live an unstain'd wife to my sweet love.' (4.1.87–89)

Refer to evidence from the scene to refute the statement: Friar Laurence's plan is carefully thought out. (1–2 sentences)

Friar Laurence comes up with the plan on the spot after Juliet threatens to commit suicide.

Act 4, scene 2

Summary (20 words or less):

Juliet explains she will marry Paris and apologises to Capulet, who advances the marriage to Wednesday. Juliet has other plans.

Question

Why do you think Juliet plays the role of obedient child for her parents when she returns from Friar Laurence? (3–4 sentences)

Juliet is playing this role to avoid suspicion and ensure the smooth completion of her and Friar Laurence's plan. Her line, 'Henceforward I am ever ruled by you' (4.2.22) could be read as being an insolent taunt and perhaps highlights the conflict that underlies parent–teen relationships, as well as the idea that appearance and reality are sometimes quite separate. Juliet's apparent change of heart prompts Capulet to move the wedding day forward, giving less time for the plan.

Act 4, scene 3

Summary (20 words or less):

Juliet reluctantly takes Friar Laurence's potion the night before her wedding to Paris.

Question

What worries does Juliet have immediately before taking Friar Laurence's potion? (3–4 sentences)

Juliet is concerned that Laurence's potion is a trap that will kill her in order to preserve his honour and obscure the fact that he had already married Romeo and Juliet. She worries that she will suffocate in the tomb. She worries that she will go insane in the sinister surroundings of the tomb. She worries that the ghosts of her ancestors will harm her.

Find a quote to refute the statement: If Friar Laurence's plan doesn't work, Juliet accepts she will have to marry Paris.

Juliet: 'What if this mixture do not work at all? / Shall I be married then tomorrow morning? / No, no, this [a knife] shall forbid it. Lie thou there.' (4.3.21–23)

Act 4, scene 4

Summary (20 words or less):

The Capulets busily prepare for Juliet's wedding.

Question

How does this scene contrast with scene 3 and scene 5? (3–4 sentences)

The scene involves busy and joyful preparations for marriage. This contrasts sharply with the solitary isolation and sombre tone of the preceding scene, where Juliet reflects upon taking Friar Laurence's potion. The scene includes characters who jest and interact joyfully. The same characters display extreme grief in the next scene.

Act 4, scene 5

Summary (20 words or less):

The Capulets discover Juliet's 'dead' body on the morning of her wedding. They send her away to the Capulet tomb.

Question

How does Friar Laurence help advance the plan in this scene? (2–3 sentences)

The Friar demonstrates no knowledge that Juliet's death is staged. He attempts to comfort the family and suggests that she is quickly taken away to the Capulet's tomb.

End of act 4: things to consider

Who is more deserving of sympathy: Romeo or Juliet? Explain. (3–4 sentences)

For example:

Juliet is quite deserving of the audience's sympathy in that she falls in love with someone she is not meant to be with. After her cousin is killed by her new husband (Romeo), Juliet learns of Romeo's subsequent banishment. Juliet is then in a precarious state because her father wants her to marry Paris on pain of ostracism. At the end of act 3, Juliet reasons she will commit suicide if all else fails.

What is your opinion of the Friar's plan? (3–4 sentences)

For example:

The Friar's plan appears well-intentioned, yet ill-conceived. In order to keep the young couple together, the Friar introduces the idea of faking Juliet's death. His good intentions are thwarted by fate, it would seem, in the failure, due to unforeseen circumstances, to fully inform Romeo, who believes Juliet is actually dead.

Reading journal: Act 5

Read act 5 of the play *Romeo and Juliet* and answer the following questions. (Remember to apply citation conventions when needed.)

Act 5, scene 1
<p>Summary (20 words or less):</p> <p>Romeo hears Juliet has 'died'. Unaware of Friar Laurence's plan, he heads to her tomb to lie beside her in death.</p>
<p>Questions</p> <p>What is meant by 'Juliet, I will lie with thee tonight' (5.1.36)? (3–4 sentences)</p> <p>Romeo plans to commit suicide and lie beside Juliet in her crypt. There is a sense of verbal irony contained in the statement. Married couples tend to lie beside each other when they sleep. Romeo intimates that he will retain the loyalty of his marriage bond with Juliet as he commits suicide in order to lie beside her for eternity.</p>
<p>Refer to evidence from the scene to refute the statement: Romeo's actions are slow, considered and well thought out. (2–3 sentences)</p> <p>After hearing Balthasar's news, Romeo immediately hatches a plan to head back to Verona. Romeo even admits the speed with which he hastily hatches his plan to die beside Juliet, 'O mischief, thou art swift / To enter in the thoughts of desperate men!' (5.1.37–38)</p>
Act 5, scene 2
<p>Summary (20 words or less):</p> <p>Friar Laurence's message has not reached Romeo, as his messenger was held in quarantine. The Friar fears the worst.</p>
<p>Question</p> <p>What hindered Friar Laurence's plan? Is this due to chance or human agency? (2–3 sentences)</p> <p>Friar Laurence's messenger was held in quarantine. This seems to be bad luck. It is arguable that the plan was flawed; a plan of such importance could have been undertaken by Friar Laurence himself. Mantua is no great distance away.</p>
<p>Find a quote to support the statement: Ill fortune has affected Romeo and Juliet.</p> <p>'Unhappy fortune!' (5.2.17)</p>

Act 5, scene 3

Summary (20 words or less):

Laurence's plan fails. Romeo commits suicide; Juliet awakes to see her dead lover and does the same. Montagues and Capulets reconcile.

Questions

How does Romeo use personification to represent death? What are the effects? (2–3 sentences)

Literary term	Definition
personification	a literary device that gives human characteristics to something that is not human, such as objects, concepts and forces

Romeo: 'Death, that hath suck'd the honey of thy breath' (5.3.92). Death eventually consumes all of the beauty of life. This links to the motif of fate where humans are sometimes pitted against forces larger than themselves.

What does Friar Laurence mean when he says, 'A greater power than we can contradict / Hath thwarted our intents.' (5.3.159–160)? Do you agree? (1–2 sentences)

Laurence suggests that fortune or divinity has thwarted the plan. There is evidence for both chance and human agency being responsible for the misadventures of the play.

How are the families reconciled at the conclusion of the play? (1–2 sentences)

They see their conflict as the source of their children's deaths. They wish to right these wrongs by commemorating Romeo and Juliet with golden statues.

End of act 5: things to consider

Who or what is most responsible for the tragedy of the play?

- society
- Juliet's parents
- the nature of youth
- the violent nature of people
- fate or fortune
- Romeo
- Juliet
- Friar Laurence
- Mercutio
- Tybalt

List examples of situations from the play where Shakespeare foreshadows the tragedy of the final scene.

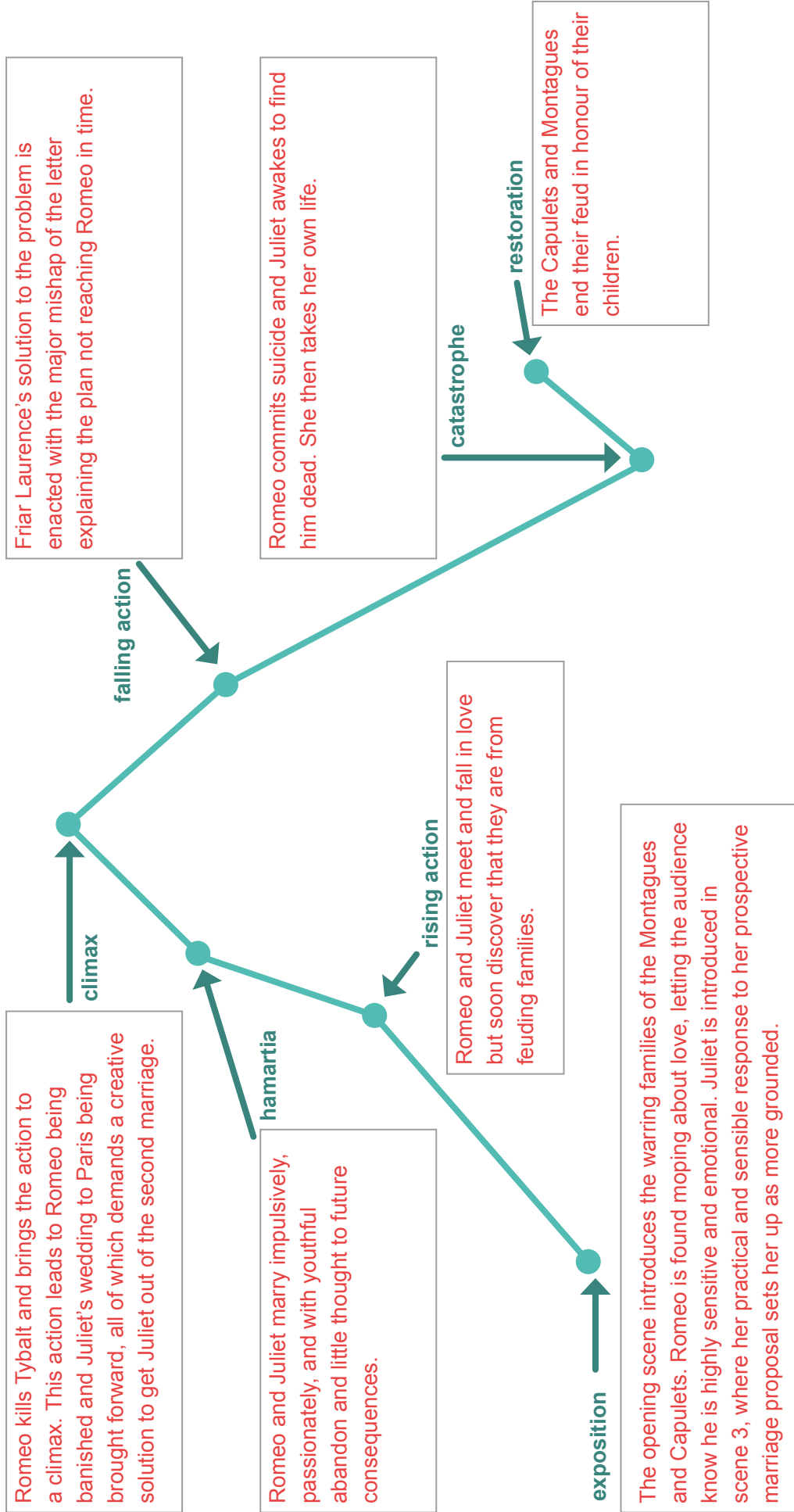
- The prologue mentions 'a pair of star-cross'd lovers [who] take their life' (prologue, line 6).
- Friar Laurence muses that a flower can be healing or harmful, depending on how it is used.
- In act 3, scene 5, Juliet notes Romeo appears pale, as one dead in a tomb. Romeo responds to that by saying that Juliet appears the same way.

What might Shakespeare's message to his audience be if Romeo and Juliet had survived?

If the lovers had survived, Shakespeare's message to his audience may have been that the course of true love never runs smooth but that love can overcome problems.

Record evidence and examples along the plot diagram provided, to explain what specific actions happen at each stage of the plot of *Romeo and Juliet*.

Reviewing the plot of a Shakespearean tragedy



Comparing tragedies

Features of tragedy	<i>Romeo and Juliet</i>	<i>The butterfly lovers</i>	Similarities	Differences
Climax	In act 3, scene 1, Romeo kills Tybalt resulting in his banishment from Verona.	Zhu Yingtai leaves her wedding ceremony to find the person who she truly loves, Liang.	Both tragic heroes believe their true loves have died before they themselves die prematurely.	Juliet is not really dead when Romeo kills himself, whereas Liang has actually passed away.
Catastrophe	Romeo drinks poison and dies; Juliet awakes and, seeing Romeo dead, ends her own life.	Zhu Yingtai cries out to the gods to open Liang's grave so she can see him again, and then she falls into the ground.	The deaths of both tragic heroes occur in a tomb/grave and because of their own wishes.	Romeo kills himself, whereas Zhu Yingtai cries out to the gods and vanishes into a grave.
Restoration	The patriarchs of the Capulet and Montague households agree to put their vendetta behind them.	Zhu Yingtai's family arrive at Liang's gravesite to find an empty grave and that Zhu Yingtai and Liang have transformed into butterflies.	The young lovers will be united in death.	Romeo and Juliet's deaths unite their feuding families in peace, whereas Zhu Yingtai's family experiences the loss of their daughter.
Characterisation	Romeo and Juliet are two young, 'star-cross'd' lovers who come from warring families.	Zhu Yingtai is a driven, clever young girl. Liang Shanbo is a studious young man who dies of a broken heart.	Both young couples are deeply in love, yet their families' wishes keep them apart, resulting in their tragic deaths.	In <i>Romeo and Juliet</i> , it is the male who actively woos the female, while the situation is reversed in <i>The butterfly lovers</i> .
Thematic message	The younger generation should be allowed the chance to amend the social divisions of the past.	Young people should be allowed to marry for love and prearranged marriages can cause great hurt.	The traditions of the past can have a negative effect on the younger generation.	The feuding families in <i>Romeo and Juliet</i> resolve to change their tradition and unify social divisions, whereas in <i>The butterfly lovers</i> no such action occurs.



