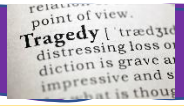
Year 9 Spring Term: Romeo and Juliet





What happens in the play?

Romeo and Juliet tells the story of two teenagers from feuding families in Verona who fall deeply in love at first sight. Despite their families' hatred, they secretly marry, hoping their union will bring peace. However, a series of misunderstandings and violent clashes—especially the deaths of Mercutio and Tybalt—lead to Romeo's banishment. A plan to reunite the lovers goes wrong when Romeo mistakenly believes Juliet is dead. Heartbroken, he takes his own life; Juliet wakes, finds him dead, and kills herself too. Their tragic deaths finally persuade the Montagues and Capulets to end their long-standing feud.

Historical Context ('zooming out')

Patriarchal society – a society where men hold power and authority over women, who are expected to be obedient, modest, and dependent.

Masculine / feminine – traits culturally associated with men (strength, dominance, aggression) or women (gentleness, purity, obedience) in Elizabethan expectations.

Duelling / sword play / societal conflict – formal or informal fights, often between men, to defend honour, status, or reputation; violence seen as an accepted part of society.

The plague – a deadly and recurring disease (the bubonic plague) that caused widespread fear, death, and the closure of public places, including theatres, in Shakespeare's time.

Fate – the belief that a person's life and outcomes were predetermined by destiny, the stars, or divine forces, leaving individuals with little control over major events. In the Elizabethan era, people widely believed that the stars, God, or supernatural forces shaped their futures. Astrology was respected, and many thought their personalities and destinies were fixed at birth. Because of this, people often accepted events — good or bad — as "meant to be."

Key Vocabulary:

Purity – being clean, innocent, or free from corruption.
Destructive – causing serious damage or harm.
Innocence – the state of being free from guilt, wrongdoing, or corruption.
Impetuous / Impulsive – acting suddenly without thinking about consequences.
Capricious – unpredictable; changing mood or behaviour suddenly.
Intense – very strong or extreme in feeling, force, or degree.
All-consuming – taking up all of someone's time, energy, or thoughts.
Conflict – a struggle, clash, or disagreement between opposing forces or ideas.
Pernicious – harmful in a subtle, gradual, or not-immediately-obvious way.
Fate – the idea that events are predetermined or meant to happen.
Erratic – inconsistent, unpredictable, irregular.
Egregious – extremely bad, shocking, or obviously wrong.





Key characters

Character	Why are they important?
Romeo	A Montague; impulsive, passionate, romantic.
Juliet	A Capulet; intelligent, loyal, strong-willed.
Friar Lawrence	A priest; well-meaning but plans go wrong.
The Nurse	Juliet's caregiver; comic, caring, chatty.
Mercutio	Romeo's friend; witty, lively, killed by Tybalt.
Tybalt	Juliet's cousin; aggressive, honour-driven.
Lord and Lady Capulet	Juliet's strict parents.
Lord and Lady Montague	Romeo's parents.
Prince Escalus	Ruler of Verona; tries to keep peace.
Paris	Nobleman engaged to Juliet by her parents.

Useful quotations

Tybalt: "I hate the word, as I hate hell, all Montagues, and thee."	Romeo: "Juliet is the sun"	Romeo: "a snowy dove trooping with crows"	Juliet: "My only love sprung from my only hate"
Juliet: "If they do see thee, they will murder thee."	Friar Lawrence: "These violent delights have violent ends… Like fire and powder which as they kiss"	Benvolio: "The day is hot and these hot days is the mad blood stirring."	Mercutio: "A plague on both your houses…"
Juliet: "It is the lark that sings so out of tune, straining harsh discords and unpleasing sharps.	Juliet: "My bounty is as boundless as the sea"	Romeo: "I defy you, stars!"	The Prologue: "Star-crossed lovers"

What will you need to do for your assessment?



Statement	*A **topic sentence** that shows where you are going and **EXPLAINS THE POINT** of the paragraph.*	• **Discourse markers: To begin with, after this, subsequently, afterwards, later, finally, to end** • *The writer presents the character of _____ as…* • *The writer presents the idea of…* • *Despite AlthoughBecause*
Evidence	*This is where you will consider your choice of evidence.*	• **For instance, when [character]…** • When [author's name] writes • As [character's name] says • When [character] does • To achieve this [author's name] writes • For example [author's name] demonstrates how • At the beginning of the novel/ play/ text… • As the novel/ play/ text progresses … • Towards the end of the novel/ play/ text…
Inference	*This is where you explain the meaning of the quotation that you have just used.*	Perhaps (author's name) is trying to convey / evoke/ suggest / imply/ reveal the importance of/ to question /to teach / to symbolise……
Zoom in	*This is where you explain how the author has used certain techniques for effect.*	***The use of the [insert technique here]*** *creates produces generates reinforces conjures emphasises accentuates echoes evokes*
Zoom out	*Zoom out to the wider meanings, interpretations and context or another part of the text.*	**Linking to relevant context:** At the time … Contextually, this might reflect the view that….. During this period the contemporary audience may • This is further reinforced through… • This is echoed through… • This is accentuated through…
Effect	*This is where you explain what the author wanted to do or how they wanted to make the reader / audience feel.*	• **[author's name] wants us to feel/think/consider…** **A contemporary audience may….** **A modern audience might…**

You will answer two essay questions:

Part A – Analysis of an 'unseen' extract from the play. You must comment on Shakespeare's use of language and structure in this extract.

Part B – In this extract, love and hate are shown. Explore the importance of love and/or hate ELSEWHERE in the play. In your response you should consider:

- **When and how love and/or hate are shown**
- **How the Elizabethan context influences our understanding of the events/characters**

Subject terminology ('zooming in')

Semantic field – a group of words that are related in meaning and create a specific theme or mood.

Adjective / verb / noun / adverb – parts of speech: an *adjective* describes a noun; a *verb* is an action or state; a *noun* is a person, place, thing, or idea; an *adverb* describes a verb, adjective, or another adverb.

Oxymoron – two opposite or contradictory words placed together for effect.

Pathetic fallacy – when weather or nature reflects the emotions or mood of characters or events.

Personification – giving human qualities or actions to something non-human.

Metaphor – saying one thing *is* another to create a strong comparison.

Simile – comparing one thing to another using "like" or "as."

Motif – a recurring image, idea, or symbol that helps develop a theme.

Symbolism – when an object, image, or idea represents something deeper or abstract.

Avian imagery – imagery related to birds, often used to convey freedom, fragility, danger, or movement.

Celestial imagery – imagery involving the sky, stars, sun, moon, or heavens, often symbolising fate, beauty, hope, or the divine



The Outsiders

The Outsiders by S.E. Hinton is a coming-of-age novel set in a small American town, where two rival teenage groups—the Greasers and the Socs—live on opposite sides of the social and economic divide. The story follows Ponyboy Curtis, a thoughtful young Greaser, as he navigates the challenges of loyalty, identity, and growing up in a world marked by conflict and misunderstanding. The novel explores themes of friendship, belonging, and the struggle to find one's place in society.



S.E. Hinton wrote The Outsiders in 1967 when she was only 16 years old, and it was published when she was just 17! She used her initials (S.E.) instead of her full name, Susan Eloise, because her publishers thought that reviewers might not take a young female author seriously in the male-dominated world of young adult fiction at the time.

"Stay gold, Ponyboy, stay gold."

Who do we meet in the novel?



Context: what social/political ideas influence the story?

- Author's own experience – S.E. Hinton based the story on real groups and conflicts she observed in her Oklahoma high school
- 1950s–60s American youth culture – Rise of teen identity, rebellion, and the division between "Greasers" and "Socs."
- The ideal of the American Dream
- Class division – Sharp contrasts between rich and poor teens, highlighting social inequality.
- Gang violence – A growing issue in American cities, influencing the novel's focus on loyalty and street fights.
- Masculinity and emotion – Boys were expected to be tough, but the novel explores their hidden vulnerabilities.

Final assessment question: Explore the importance of belonging in the novel.



"He reminded me of a lost puppy who had been kicked too often." Pony, chapter 1



"Things are rough all over" Cherry, chapter 2



"We're all we have left. We ought to be able to stick together against anything." Two-Bit, chapter 3



"It's okay... We aren't in the same class. Just don't forget that some of us watch the sunset too." Pony, chapter 3



"It took me a long time to get that hair just the way I wanted it. And besides, this just ain't us. It's like being in a Halloween costume we can't get out of." Pony, chapter 5



"Nature's first green is gold / her hardest hue to hold." Robert Frost



"He ain't a Soc... he's just a guy." Pony, chapter 7



"You take up for your buddies, no matter what they do." Pony, chapter 7



"Stay gold, Ponyboy. Stay gold..." Johnny, chapter 9

Useful vocabulary to know...

Belonging – Feeling accepted, included, or part of a group.

Identity – A person's sense of self, shaped by personal, social, and cultural experiences.

Alienation – The feeling of being isolated or separated from a group or community.

Outsider – Someone who does not fit in or is excluded from a group.

Conformity – Behaviour that aligns with group norms or expectations.

Loyalty – Strong support or allegiance to a group or individual.

Disillusioned – feeling disappointed or cynical about something you once believed in

Epiphany – a sudden and deep realisation

Brutality - savage physical violence; great cruelty

Impermanence - the state or fact of lasting for only a limited period of time.

Futility - pointlessness or uselessness.

Neglectful - not giving proper care or attention to someone or something.

Conflict – A struggle between opposing forces; in this context, between social groups (Greasers vs. Socs).

Acceptance – Being received into a group with approval or welcome.

Prejudice – Judging someone based on their group affiliation rather than individual qualities.

Empathy – The ability to understand and share the feelings of another.

Solidarity – Unity or agreement within a group, especially when facing challenges.

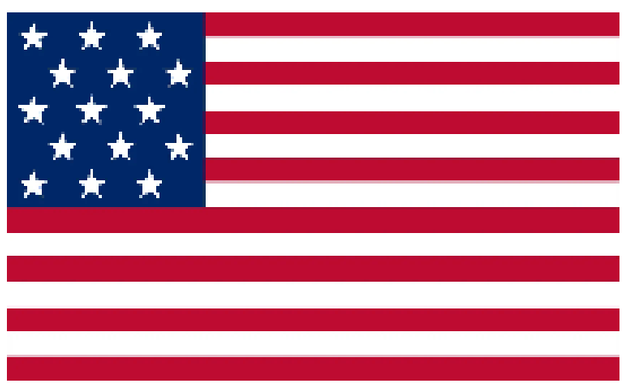
Stigma – A negative label or stereotype attached to a person or group.

Marginalisation – Being pushed to the edge of society or a group, with limited power or influence.

Hierarchy – A system where people or groups are ranked one above the other, often creating power imbalances.

SEIZE sentence starters

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What will you need to write about/include in your assessment response?

- Appropriate and interesting ideas about how characters (like Ponyboy, Johnny, or Dally) experience belonging or isolation in the novel.
- Exploration of key quotations and events that reveal characters' thoughts, feelings, and experiences related to fitting in, loyalty, and identity.
- Exploration of the consequences of belonging or not belonging — including how it affects characters' decisions, relationships, and sense of self.
- Good knowledge of the events and characters, showing how the idea of belonging is developed throughout the story.
- Appropriate and interesting ideas about 1960s American society (e.g., class division, gang identity) and how this influences characters' sense of belonging.
- Ideas are rooted in evidence from the text, with clear explanations of what the evidence shows about the characters or themes.
- Elaboration and development of ideas – answers include detail and thoughtful explanation to add depth.

Subject terminology ('zooming in')

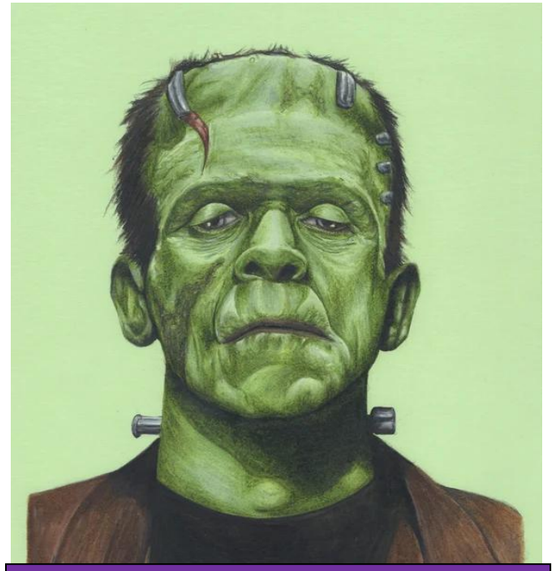
Connotations/meanings of words
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Historical context (zooming out)

To write about historical context, consider these things:

- When was the text written?
- How is the author connected to the subject/topic of the text?
- What was society like at this time?
- How are the events of the text reflective of this time period?
- Do any of the characters reflect attitudes of the time? How so? Why?
- Do any of the characters subvert (go against) these expectations/attitudes? How so? Why?
- How would a reader, at the time, have responded to this character/plot event? How do we, as modern readers, feel/respond?
- What might be the author's purpose here?

Gothic novel: Frankenstein



"Beware, for I am fearless and therefore powerful!"

Mary Shelley's *Frankenstein* is a Gothic novel exploring the dangers of unchecked ambition. Victor Frankenstein, a passionate scientist, creates life by reanimating a corpse but abandons his grotesque creature out of fear and revulsion. Rejected by society, the creature becomes vengeful, seeking revenge on Victor by targeting his loved ones. The story delves into themes of isolation, responsibility, and the moral consequences of playing God. Victor and the creature are locked in a tragic pursuit, culminating in Victor's death in the Arctic. The creature, consumed by remorse, vows to end his life, leaving a poignant reflection on humanity and creation.

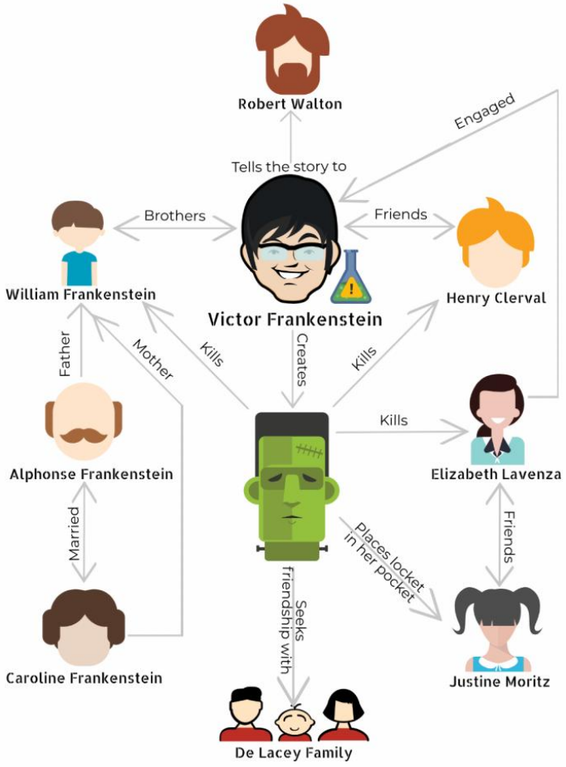


Mary Shelley began writing *Frankenstein* when she was only 18 years old, completing it at 20. The novel was inspired by a challenge to write a ghost story during a stay at Lord Byron's villa in Switzerland in 1816.

She wanted to make the reader 'dread to look around, to curdle the blood, and quicken the beatings of the heart'….

Final assessment question: To what extent does Frankenstein's creature deserve sympathy?

Who do we meet in the novel?



"Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a lustrous black and flowing; his teeth of a pearly whiteness; but these luxuriances only formed a more horrid contrast with his watery eyes…"

"Devil, do you dare approach me? And do you not fear the fierce vengeance of my arm wreaked on your miserable head?" (Frankenstein to the creature)

"I ought to be thy Adam, *but I am rather the fallen angel, whom* thou *drivest from joy"*

"Everywhere I see bliss, from which I am irrevocably excluded."

"I am blind and cannot judge of your countenance, but there is something in your words which persuades me that you are sincere" (DeLacey to the creature)

"I am malicious because I am miserable. Am I not shunned and hated by all mankind?"

"If I cannot inspire love, I will cause fear!"

"She was there, lifeless and inanimate, thrown across the bed, her head hanging down, and her pale and distorted features half covered by her hair." (Frankenstein about Elizabeth)

"What does it avail that I now ask thee to pardon me? I, who irretrievably destroyed thee by destroying all thou lovedst. Alas! He is cold, he cannot answer me." (The Creature)

Useful vocabulary to know…

ominous - giving the worrying impression that something bad is going to happen; threateningly inauspicious.

macabre - disturbing because concerned with or causing a fear of death.

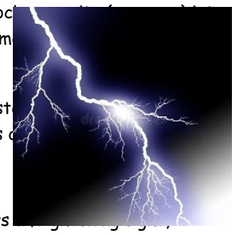
compassion - sympathetic pity and concern for the sufferings or misfortunes of others

unrequited - of a feeling, especially love) not returned.

revenge - the action of hurting or harming someone in return for an injury or wrong suffered at their hands.

consciousness - the state of being aware of and responsive to one's surroundings.

galvanise - meaning has changed over time. Now means to shoc… taking action. In the past, meant to use electricity to create m… animal tissue (often dead).



Gothic - art, film and literature that is characterized by myst… especially in literature. Gothic literature combines the genres …

grotesque - strangely or fantastically distorted; bizarre

horror - horror is the feeling of revulsion that usually follows … sound, or otherwise experience.

menacing - suggesting the presence of danger; threatening.

passion - strong and barely controllable emotion.

reckless - marked by lack of proper caution : careless of consequences

Romanticism - relating to or denoting the artistic and literary movement of romanticism.

moral - standards of behaviour; principles of right and wrong.

Catastrophe - an event causing great and usually sudden damage or suffering; a disaster.

Use subordinating/coordinating conjunctions in your writing to provide alternative and developed points of view:

Although the creature commits murder, he blames this on his neglect and abandonment by Frankenstein.

Despite Frankenstein's shortcomings, he did not deserve the horror of losing his loved one.

The creature may deserve our sympathy because/but/so….