

Death of Tybalt

Talk to Writing

Scaffolding ways to develop talk on how bias works and how it can be developed around a topic.

Two activities:

Students need to have either read the scene or looked at a film version.

1. Decide which adjectives best describe the main protagonists from the point of view of the two warring families.

2. Decide how events can be rephrased or omitted when the story is told from either a Capulet or Montague point of view.

Romeo told Tybalt to put his sword away.

Events to include

Tybalt and Mercutio argued.

Events to distort or exaggerate

Mercutio drew his sword challenging Tybalt.

Moody

Dishonest

Patient

Noble

Events to omit

Tybalt stabbed Mercutio beneath Romeo's arm.



Death of Tybalt

Talk to Writing

Developed by Steve Cooke in 1994. Scaffolding ways to develop talk on how bias works and how it can be written.

Two activities:

Students need to have either read the scene or looked at a film version.

1. Decide which adjectives best describe the main protagonists from the point of view of the two warring families.
2. Decide how events can be rephrased or omitted when the story is told from either a Capulet or Montague point of view. After sorting on the board students could work in groups to embellish and present the story to the rest of the class from their point of view speaking from notes.

Webaddress: <http://www.collaborativelearning.org/deathoftybalt.pdf>

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COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of oracy. They provide teachers opportunities for assessment of talk.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Death of Tybalt

Which qualities best describe?	From a Capulet point of view	From a Montague point of view
Romeo		
Tybalt		
Mercutio		

Death of Tybalt - Qualities cards

Conciliatory	Murderous	Fair	Patient	Noble
Gentle	Kind	Kind	Barbaric	Dishonest
Honest	Thoughtful	Sensitive	Criminal	Moody
Short-tempered	Mischievous	Moody	Caring	Loyal
Fearsome	Stupid	Confrontational	Romantic	Arrogant
Unscrupulous	Savage	Cruel	Provocative	Thuggish
Brave	Violent	Aggressive	Underhand	Heartless

Death of Tybalt

Events to include	Events to distort or exaggerate	Events to omit

Death of Tybalt - Events Cards

Romeo entered.

Tybalt and Mercutio fought.

Tybalt drew his sword.

Romeo said that he valued the name Capulet as dearly as his own.

Romeo told Tybalt that he had reason to be friends with him.

Romeo told Tybalt to put his sword away.

Mercutio drew his sword challenging Tybalt.

Romeo stepped between Tybalt and Mercutio.

Tybalt called Romeo a villain.

The Prince arrived and banished Romeo.

Tybalt stabbed Mercutio beneath Romeo's arm.

Tybalt returned with his sword drawn.

Tybalt was looking for Mercutio.

Tybalt and Mercutio argued.

Romeo shouted at them to stop fighting.

Romeo and Tybalt fought and Tybalt fell down dead.

Benvolio told Mercutio and Tybalt to stop arguing in public.

Benvolio and Mercutio were talking in the street.

Benvolio told Romeo to run for his life.

Benvolio told Romeo that Mercutio was dead.

Tybalt entered with his followers.