

Romeo and Juliet: Character Card Activity and Connect Four Game

Originally developed with Claudine Field and Mary Ann Apcar in 1992 at Stoke Newington School in Hackney, and piloted in London schools with help from Sabrina Broadbent at the English and Media Centre. Recent revisions and extended teacher notes inspired by work with Year 6 at Fleecefield Primary School in Edmonton.

The webaddress for this activity is:

<http://www.collaborativelearning.org/romeoandjuliet.pdf>

Last updated and extended to be better suited to primary curriculum on 23rd November 2013

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials 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 across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

*These activities were 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 mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*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 mother tongue 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 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.

<http://www.collaborativelearning.org/romeoandjuliet.pdf>

Romeo and Juliet Notes for Teachers

This is an activity that strongly supports our basic principles:

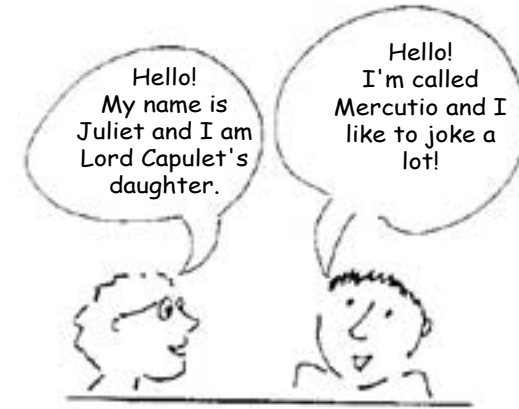
Build on prior knowledge

Move from concrete to abstract

Ensure everyone works with everyone else

Extend social language into curriculum language

Provide motivating ways to go over the same thing more than once



Character Card Activity - this kind of activity has now been developed for introducing all kinds of characters, ideas and things such as metals, insects, foods, mathematical principles etc. You will find it necessary to print the sets of cards (now grouped in fours as well as the original set of eight) in different colours so that everyone meets a different character. The idea of putting the card away while doing the introductions is designed to encourage students to internalise the information and produce it in their own words rather than just reading out the card. They can also be encouraged to draw on any previous knowledge to embellish their information. We have in the past produced sets in other first languages (so that the activity can run in more than one language in the same classroom, and if requested can make these available) and in simpler texts although it is important to remember that sometimes by simplifying text you can remove context clues and make it more difficult while you are intending to make it easier!

Connect Four Activity - this is available at two levels - facts about characters and actual 'typical' quotes. Some pupils were inspired by this to produce their own versions for other plays. We are in the process of producing other versions of the game board.

Here is a recent tweak! This is how we taught the character card activity recently with Year 6. This class were not familiar with the technique, but social relations within the class were generally good and in most cases they did not make a fuss about the moving out of their normal seats to work with others.

We introduced the activity and told the pupils that we wanted them to use two voices. When they worked in twos and fours they needed to use a 10 centimetre voice. When they presented to the class they needed to use their five metre voice.

Seven sets of four character cards were distributed to the 28 pupils present that day. We shuffled the cards so that nobody got the same colour as the other pupils in their 'normal' group. You may want, depending on the composition and your inside knowledge of the class, to deal from the bottom of the pack to ensure that certain individuals did not get the same colour. When we have New to English pupils in the class we 'clone' them i.e. attach them to another pupil so that they can participate by listening and watching.

Notes for Teachers continued

We told them (we have also provided written instructions to put on the smartboard) to read their card and memorise two or three bits of information on it. Then we asked them to go and find ONE other person in the class with the same colour card and **WITHOUT LOOKING AT THEIR CARD** to introduce themselves as the character on the card. When/If they got stuck they could check their card, but they should put it away before they carried on talking. When the two had found out about each other, they then had to find the other pair and introduce each other to each other.

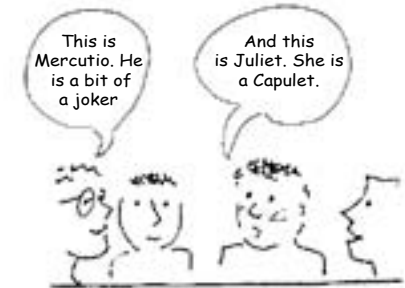
Some stood, some sat on the floor, some sat round the corner of a table. We encouraged them to sit close enough together to use their ten centimetre voice. We were able to stay close enough to listen in but not so close that they would turn to us for help. We intervened if we felt they were not on task. We encouraged them to add any information they knew which was not mentioned on the card.

We then asked them to sit in their colour groups and and prepare for presenting their partners to the whole class. You might want to collect the cards from them at this point. Alternatively you can emphasise the importance of not reading the card.

We then collected the cards and each group of four presented to the whole class using their five metre voices.

There is a temptation to encourage the pupils to make notes for their presentation or to write a biography of their character in their own words. This rush to writing must be resisted. By all means ask them to do this later in another lesson trusting to their memories and after any group discussion. Then you can judge how well they remembered as a result of having the repeat the process more than once.

Please contact us if you have any questions, comments or additions.



Romeo and Juliet - Character Cards

Everyone in the class has a character card about a character in the play. Everyone should read the information on the card two or three times. You do not have to remember the card word for word, but have some good ideas about the information on it.

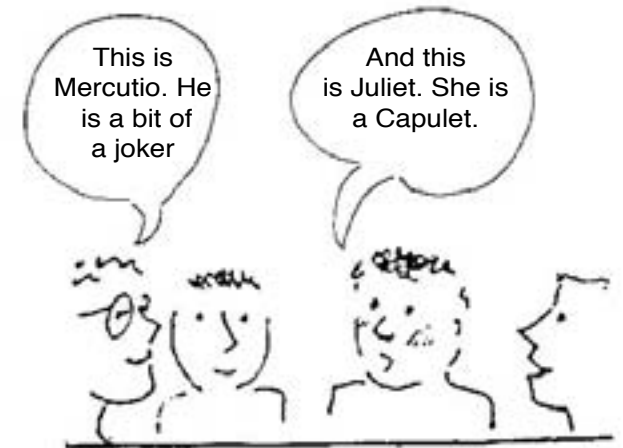
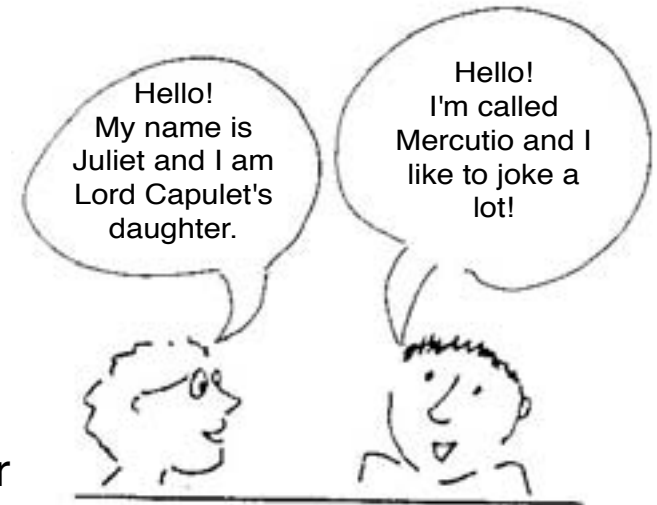
Put the card in your pocket or out of sight and then find someone else in the room with the same coloured card as you. Pretend to be the character and introduce yourself to your new partner:

eg. "Hello! My name is Juliet and I am Lord Capulet's daughter.....".

Your partner should do the same to you. Remember! if either of you get stuck, you can take out your card and look at it. But only if you are stuck. Listen carefully to each other.

Now go to find another two people with the same colour card as you. Now you are four, you have to introduce your partner to the others and they have to introduce each other to you.

eg: "Hello! Can I introduce you to my partner His name is Mercutio..."



Romeo and Juliet - Character Cards Set A



Nurse

The Nurse has looked after Juliet since she was a baby and loves her very much. She is plump and good natured, but not very clever. She enjoys a joke, especially rude ones and loves to gossip. She talks a lot, often about Juliet when she was a baby. She wants Juliet to be happy. She can be rather silly sometimes.



Benvolio

Benvolio is a good friend of Romeo. He is also Romeo's cousin. He is a gentle and peace loving young man who often tries to mend quarrels and stop people fighting. He is more serious and quiet than Mercutio, but also likes to go about with his friends having fun.



Tybalt

Tybalt is Juliet's cousin. He is a quarrelsome, hot-tempered young man. He is a trouble maker who loves violence and fighting. He is very quick to take offence and he hates all Montagues.



Lord Capulet

Lord Capulet is an elderly man, very rich. He adores Juliet, his only daughter, and wants the best for her. He is stubborn and not very good at listening to other people's opinions. He is kind and generous, but expects obedience from his family. He has a quick temper and tends to shout when angry.

Romeo and Juliet - Character Cards Set B



Nurse

The Nurse has looked after Juliet since she was a baby and loves her very much. She is plump and good natured, but not very clever. She enjoys a joke, especially rude ones and loves to gossip. She talks a lot, often about Juliet when she was a baby. She wants Juliet to be happy. She can be rather silly sometimes.



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Mercutio

Mercutio is a cousin of the Prince of Verona, and is Romeo's best friend. He is young and lively, and he is always talking and joking. He likes to tease people and play jokes on them. He is loyal and honourable. He is a brave and good swordsman.



Romeo

Romeo is a romantic young man, the only son of Lord and Lady Montague. He is the sort of person who rushes into things. He is quieter and more gentle than his friend Mercutio, but he also enjoys a joke. Romeo is kind hearted and generous to all his friends and servants. He is a brave and good swordsman.

Romeo and Juliet - Character Cards Set C



Friar Lawrence

Friar Lawrence is a wise and holy man. He is a priest and people come to him for help. He is especially fond of Romeo and has taught him a lot. He is upset about the feud between the Montagues and the Capulets and wishes there could be peace between the two families.



Juliet

Juliet is fourteen. She is the only daughter of Lord and Lady Capulet. She is very pretty and good natured, but as she is the only young person in her wealthy household she may be rather spoiled. She is very fond of her nurse and confides in her. She is gentle and obedient to her parents. She is quick witted and has sense of fun.



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Romeo and Juliet - Character Cards Set D



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Romeo and Juliet - Character Cards Set E



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Romeo and Juliet - Character Cards Set F



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Romeo and Juliet - Character Cards Set 6



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Romeo and Juliet - Character Cards - original version

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Romeo and Juliet Connect Four Game

This is a game for two players or two pairs of players.

To play the game you need two sets of counters in two different colours and one of the game boards: either the one with information about characters or with quotes.

Shuffle your counters and place them face down in front of you.

Take turns to pick a counter and place it on a correct space on the board. If you are in doubt or dispute go to the text of the play to check the answers.

The first player or pair to get four in a row vertically, diagonally or horizontally is the winner!

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Romeo and Juliet Connect Four Game Character Counters - print in two colours and cut out.

 Juliet	 Juliet	 Juliet	 Juliet	 Benvolio	 Benvolio
 Romeo	 Romeo	 Romeo	 Romeo	 Lord Capulet	 Lord Capulet
 Mercutio	 Mercutio	 Mercutio	 Tybalt	 Tybalt	 Tybalt
 Nurse	 Nurse	 Nurse	 Friar Lawrence	 Friar Lawrence	 Friar Lawrence

Romeo and Juliet Connect Four Game Board 1 Information about characters

She helped Juliet to meet Romeo in secret.	He killed Tybalt in a fight.	She is the daughter of Lord and Lady Capulet.	He persuaded Romeo to go to the Capulet's ball.	She is in love with her enemy's son.	He gave Juliet a sleeping draught.
He is Juliet's cousin.	He is Juliet's father.	He was killed by Romeo.	He wrote a letter to Romeo in Mantua.	He was banished from his home.	He is always joking.
She looks after Juliet.	He is Romeo's best friend.	She is fourteen years old.	He wanted Juliet to marry Paris.	She is a servant in the Capulet's house.	He is Romeo's cousin.
She is engaged to marry Paris.	He loves to fight.	He is a holy man.	He is the son of Lord and Lady Montague.	He was killed by Tybalt.	He got married in secret.

Romeo and Juliet

Connect Four Game Board 2 Quotes from different characters.

O, She doth teach the torches to burn bright!	I pray thee, good Mercutio let's retire/ The day is hot, the Capels are abroad, and if we meet, we shall not 'scape a brawl.	I'll to the Friar to know his remedy./ If all else fail, myself have power to die.	And you be mine, I'll give you to my friend/ And you be not, hang, beg, starve, die in the streets.	O, I am fortune's fool!	'Tis but thy name that is mine enemy./ Thou art thyself, though not a Montague.
Earth hath swallowed all my hopes but she; / She is the hopeful lady of my earth.	Tybalt, you ratcatcher, will you walk?	I think it best you married with the County./ O he's a lovely gentleman.	For this alliance may so happy prove,/ To turn your households' rancour to pure love.	Well, peace be with you Sir, here comes my man.	Either withdraw unto some private place,/ Or reason coldly of your grievances,/ Or else depart. Here all eyes gaze on us.
Then hie you hence to Friar Lawrence's cell./ There stays a husband to make you a wife.	Her I love now / Doth grace for grace and love for love allow.	Now by the stock and honour of my kin / To strike him dead I hold it not a sin.	O, swear not by the moon, th' inconstant moon,/ That monthly changes in her circle orb, / lest that thy love prove likewise variable.	I tell you, he that can lay hold of her / Shall have the chinks.	A plague a both houses! I am sped.
If ever you disturb our streets again / Your lives shall pay the forfeit of the peace.	O, serpent heart, hid with a flow'ring face!/ Did ever dragon keep so fair a cave?	Wisely and slow. They stumble that run fast.	There is no world without Verona's walls, / But purgatory, torture, hell itself.	Go get thee to thy love, as was decreed, / Ascend her chamber, hence and comfort her.	See what a scourge is laid upon your hate / That heaven finds means to kill your joy with love.