

Year 9 English Term 5
2019-2020

Blood Brothers

Introduction:

Home Learning Resources

Lessons 1 to 10:

20th April to 1st May 2020



BILL KENWRIGHT PRESENTS
WILLY RUSSELL'S
BLOOD
Brothers

Year 9 English Term 5: *Blood Brothers* by Willy Russell

Introduction

This modern play, written by Willy Russell in 1983, and set in Liverpool, is one of the texts we study as part of our [AQA GCSE English Literature](#) course. It features in the Literature Paper 2 exam, where there will be a choice of two questions based on the text. There will be no extract from the play provided in the exam, so it is important to get to know the plot, characters and themes well before you sit the exam.

This Year 9 introductory unit consists of 20 lessons. You will revisit *Blood Brothers* in Term 1 of Year 10 (September to October) alongside study for Language Paper 1, and revise the play again in Term 3 of Year 11 (January to February) alongside revision for Language Paper 2.

So, don't worry... you will have plenty of time to get to know the play really well :)



Year 9 English Term 5: *Blood Brothers* by Willy Russell

Introduction - continued

The play is a musical, so it really helps to see a performance of the play. Luckily, there is an American [high school performance](#) on YouTube which is overall very faithful to Willy Russell's script: it includes swearing (the f-word is included) but you may notice that the phrase 'Jesus Christ' has been edited out.

You will need to read an [online copy of the playscript](#)* and there are lots of additional study guides available on the internet to support the resources and lesson plans here; for example, at [BBC Bitesize](#).

**the page numbers used in this presentation refer to the numbers displayed in the online copy of the play (pages 1 to 113, with extra pages numbered with Roman numerals in the introduction).*

Year 9 English Term 5: *Blood Brothers* by Willy Russell

Introduction - continued

It would be really helpful for you to have read and/or watched *Blood Brothers* before completing the following lessons. However, it is not essential to have watched or read the play in advance.

The booklet of resources that goes with this presentation has all the relevant worksheets for the lessons, including some extra versions to add extra help or extra challenge.



Blood Brothers

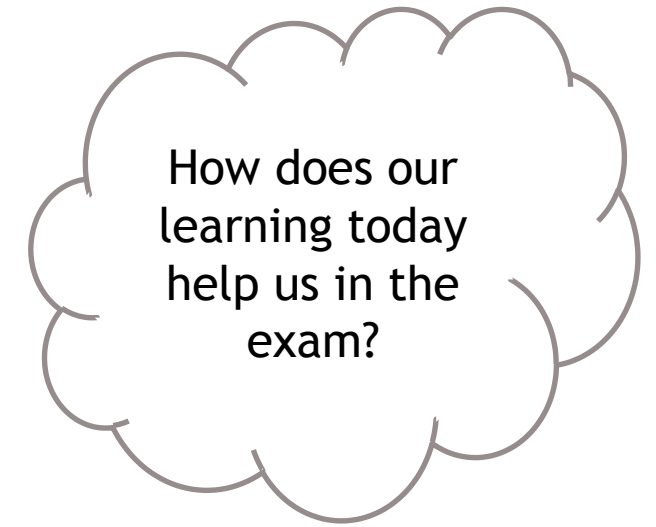
Willy Russell

Lesson 1

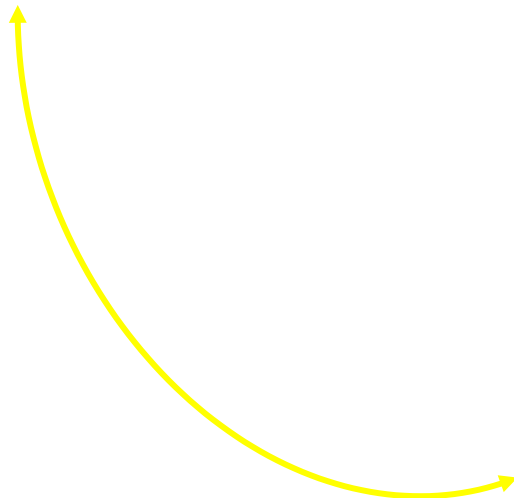


BILL KENWRIGHT PRESENTS
WILLY RUSSELL'S
BLOOD
Brothers

Paper	Topic	Marks per question	Total marks
1	Shakespeare	30 (+4 for technical accuracy)	64
	19 th century novel	30	
2	Modern text (prose or drama)	30 (+4 for technical accuracy)	96
	Poetry (Anthology)	30	
	Unseen Poetry <ul style="list-style-type: none"> • Question 1 (24 marks) • Question 2 (8 marks) 	32	



A01	Read, understand and respond to texts. <ul style="list-style-type: none"> • Maintain a critical style and develop an informed personal response • Use textual references, including quotations, to support/ illustrate interpretations. 	35-40%
A02	Analyse the language, form and structure used by a writer to create meaning and effect, use relevant subject terminology where appropriate.	40-45%
A03	Show understanding of the relationships between texts and contexts in which they were written.	15-20%
A04	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	5%



Arrow of Progress



Learning objective:

To explore what influenced the author to write Blood Brothers

Learning outcome:

Must: To understand events in the author's life

Stretch: To explain events in the author's life

Challenge: To evaluate how events in the author's life will impact their writing

Starter



Write a definition of the following terms in your own words:

- 1. Play 2. Script 3. Act
- 4. Scene 5. Line 6. Character
- 7. Costumes 8. Dialogue 9. Stage Directions

Level 2:

To know
events in the
author's life

Level 3:

To understand
events in the
author's life

Level 4:

To explain
events in the
author's life

Level 5:

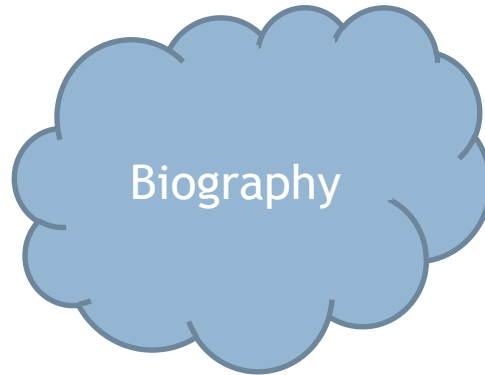
To evaluate
how events in
the author's
life will
impact their
writing

Level 6:

To justify how
events in the
author's life
will impact
their writing

Willy Russell

Mind map the things that you would expect to see in a biography:



Willy Russell

Task:

It is important that we know about the author of the play before we can begin to study it in depth.

Using the internet and your copies of the play, create an **informative biography** on the life of Willy Russell.

Bonus Task:

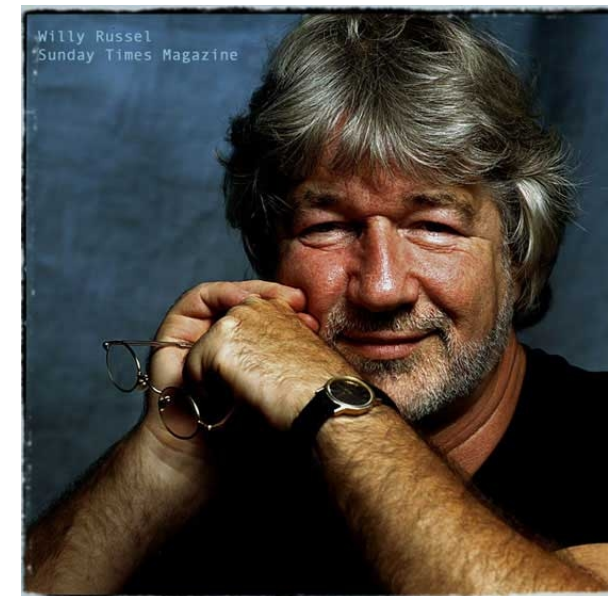
How does the background of an author impact upon their writing?
Explain your opinions in a full paragraph.

Writing Objectives:

- *Producing clear and coherent textual responses*
- *Writing effectively about literature*

Task Criteria:

- *250 words minimum*
- *Your own words - no copying!!*
- *Paragraphed and in full sentences*



Willy Russell

Task:

Research as many dates as you can in the life of Willy Russell.

Add these **neatly** onto the timeline.

Remember to write in full sentences using capital letters and full stops.

Extension activity:

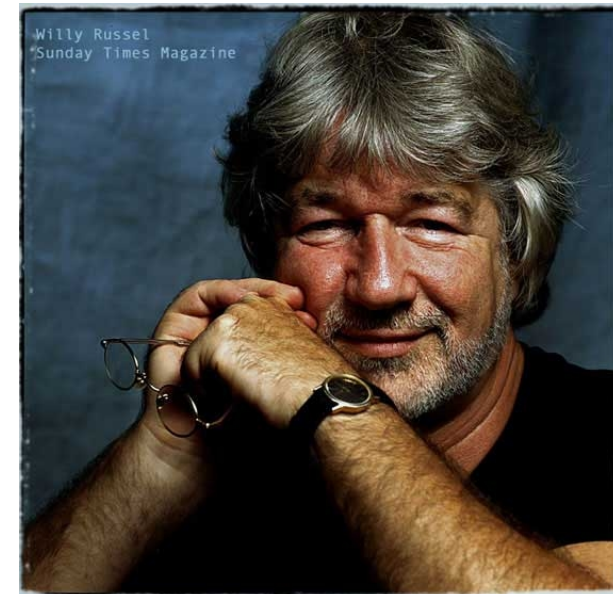
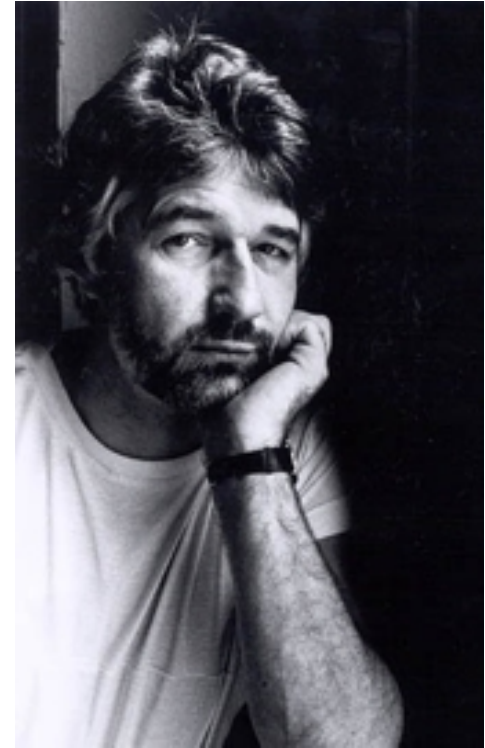
Write a short biography of the life of Willy Russell.
Aim to write a paragraph in full sentences.

Writing Objectives:

- *Producing clear and coherent textual responses*
- *Writing effectively about literature*

Task Criteria:

- *Neat presentation*
- *Written in full sentences using capital letters and full stops*



Plenary

Level 2:
To know
events in the
author's life

Level 3:
To understand
events in the
author's life

Level 4:
To explain
events in the
author's life

Level 5:
To evaluate
how events in
the author's
life will
impact their
writing

Level 6:
To justify how
events in the
author's life
will impact
their writing

On a post it note, write something interesting about Willy Russell that you did not know before. 😊

WILLY RUSSELL'S
BLOOD
Brothers

The Big Question

What is the significance of the background of an author?

Blood Brothers

Britain in the Late 20th Century
Lesson 2



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WILLY RUSSELL'S
BLOOD
Brothers

Arrow of Progress



Learning objective:

To demonstrate an understanding of key events in Britain during the late 20th century.

Learning outcome:

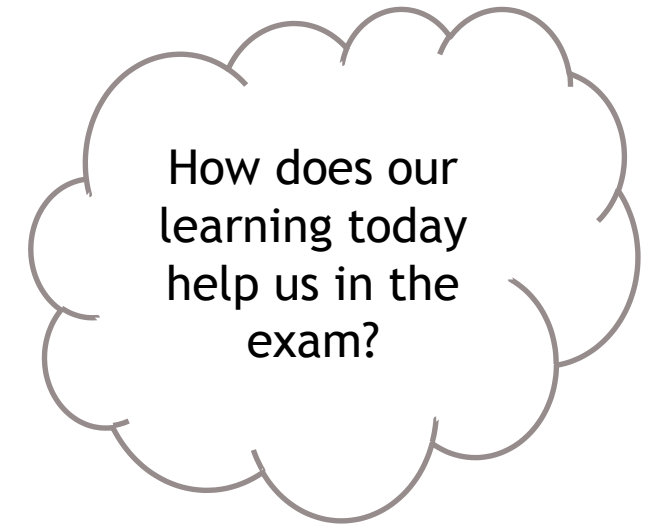
Must: To understand details about Britain in the late 20th century

Stretch: To explain details about Britain in the late 20th century

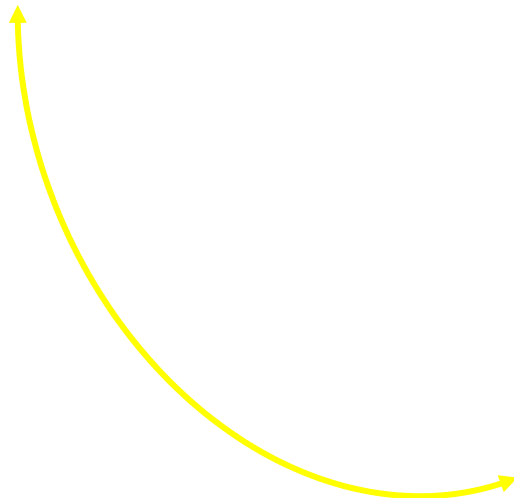
Challenge: To evaluate details about Britain in the late 20th century



Paper	Topic	Marks per question	Total marks
1	Shakespeare	30 (+4 for technical accuracy)	64
	19 th century novel	30	
2	Modern text (prose or drama)	30 (+4 for technical accuracy)	96
	Poetry (Anthology)	30	
	Unseen Poetry <ul style="list-style-type: none"> • Question 1 (24 marks) • Question 2 (8 marks) 	32	



A01	Read, understand and respond to texts. <ul style="list-style-type: none"> • Maintain a critical style and develop an informed personal response • Use textual references, including quotations, to support/ illustrate interpretations. 	35-40%
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A03	Show understanding of the relationships between texts and contexts in which they were written.	15-20%
A04	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	5%



Starter

Level 2:

To know details about Britain in the late 20th century

Level 3:

To understand details about Britain in the late 20th century

Level 4:

To explain details about Britain in the late 20th century

Level 5:

To evaluate details about Britain in the late 20th century

Level 6:

To justify details about Britain in the late 20th century

1. Look up the words “foreboding” and “foreshadowing” in the dictionary. What do they mean? Write definitions you will understand later!
2. Now look them up in the thesaurus. What other words could we use for them instead? Create a list of as many as you can.



Background Information

Task:

Research the answers to the questions on the sheet.

The questions cover:

1. housing
2. jobs and opportunities
3. family structures
4. politics
5. educational opportunities

Bonus Task:

What was the “New Towns” programme in the 1960s? Research some advantages and disadvantages of it.

Writing Objectives:

- *Producing clear and coherent textual responses*
- *Accurate Standard English: accurate spelling, punctuation and grammar*

Task Criteria:

*You should write in full sentences, using capital letters and full stops.
You should write in your own words.*

Background Information

Task:

Produce a revision mind map about Britain in the late 20th Century (1960s - 1980s).

Your mind map should cover:

1. housing
2. jobs and opportunities
3. family structures
4. politics
5. educational opportunities

Bonus Task:

What was the “New Towns” programme in the 1960s? Research some advantages and disadvantages of it.

Writing Objectives:

- *Producing clear and coherent textual responses*
- *Accurate Standard English: accurate spelling, punctuation and grammar*

Task Criteria:

- Your mind map should be:*
- *informative*
 - *engaging*
 - *bright and colourful*
 - *neatly presented*

Plenary

Level 2:

To know details about Britain in the late 20th century

Level 3:

To understand details about Britain in the late 20th century

Level 4:

To explain details about Britain in the late 20th century

Level 5:

To evaluate details about Britain in the late 20th century

Level 6:

To justify details about Britain in the late 20th century

How does your life differ from that of a teenager in 1960s - 1980s Britain? Think of one way each and be prepared to share 😊

WILLY RUSSELL'S
BLOOD
Brothers

The Big Question

What was life like for families in Britain in the late twentieth century?

Blood Brothers

Who is who in Blood Brothers?

Lesson 3



Arrow of Progress



Learning objective:

To understand who the key characters are in Blood Brothers

Learning outcome:

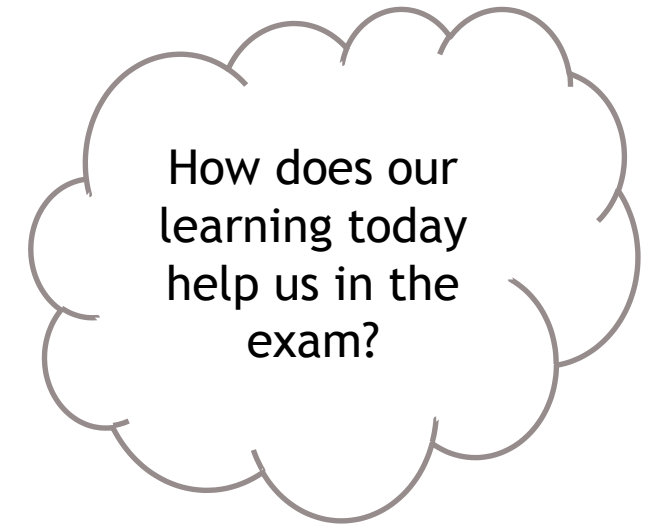
Must: To explain who the key characters are in Blood Brothers

Stretch: To evaluate who the key characters are in Blood Brothers

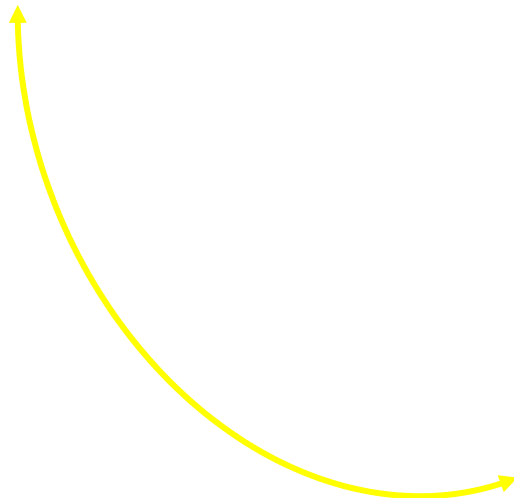
Challenge: To justify who the key characters are in Blood Brothers



Paper	Topic	Marks per question	Total marks
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Starter

Level 2:

To know who the key characters are in Blood Brothers

Level 3:

To understand who the key characters are in Blood Brothers

Level 4:

To explain who the key characters are in Blood Brothers

Level 5:

To evaluate who the key characters are in Blood Brothers

Level 6:

To justify who the key characters are in Blood Brothers

From your knowledge of the play so far, write a list of as many characters as you can remember. Write a sentence about each one.



Who is who?

Task:

Allow yourself just five minutes against the clock to see how much detail you can add to the character pages!

Extension activity:

Can you think of any quotes associated with any characters?

Writing Objectives:

- *Producing clear and coherent textual responses*
- *Accurate Standard English: accurate spelling, punctuation and grammar*

Task Criteria:

You should write in as much detail as possible.

You should write neatly, in bullet points.

Plenary

Level 2:
To know who
the key
characters
are in Blood
Brothers

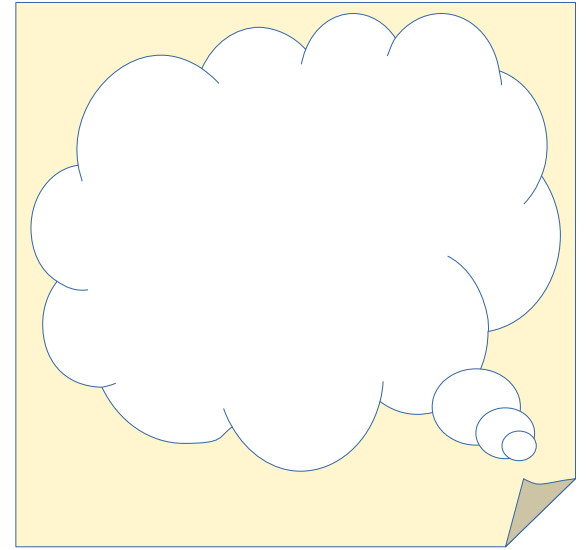
Level 3:
To understand
who the key
characters
are in Blood
Brothers

Level 4:
To explain
who the key
characters
are in Blood
Brothers

Level 5:
To evaluate
who the key
characters
are in Blood
Brothers

Level 6:
To justify who
the key
characters
are in Blood
Brothers

Which character is most important to the play and why? Post-it note or speech bubble your answers and put them in your book for safe keeping



Draw a post-it note if you don't have any handy, or a speech bubble, or both :)

WILLY RUSSELL'S
BLOOD
Brothers

The Big Question

How does Russell use Mrs Johnstone's first conversation with Mrs Lyons to establish the class divide between the two families?

Blood Brothers

Plot Summary
Lesson 4



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BLOOD
Brothers

Arrow of Progress



Learning objective:

To explore the key events in Blood Brothers

Learning outcome:

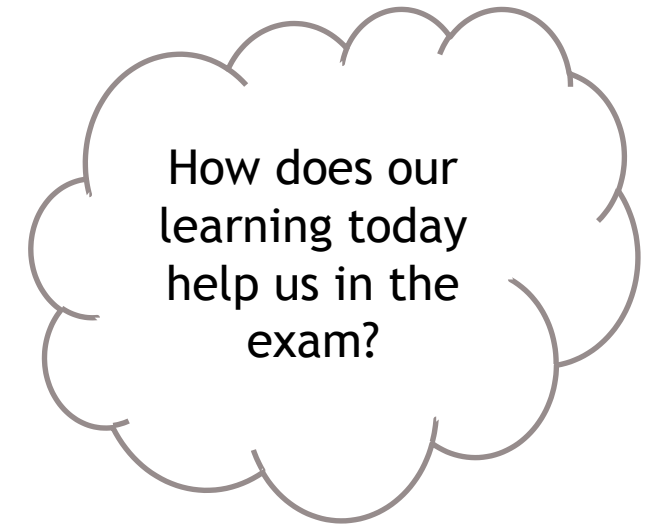
Must: understand key events in Blood Brothers

Stretch: explain key events in Blood Brothers

Challenge: To evaluate key events in Blood Brothers



Paper	Topic	Marks per question	Total marks
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AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	5%

Starter

Level 2:

To know the
key events in
Blood
Brothers

Level 3:

To understand
key events in
Blood
Brothers

Level 4:

To explain key
events in
Blood
Brothers

Level 5:

To evaluate
key events in
Blood
Brothers

Level 6:

To justify key
events in
Blood
Brothers

Alphabet challenge: A-Z of things relating to
"Blood Brothers"



Class Reading

Read through the notes on the plot of the play.

As you do this:

- Highlight any quotes in the text
- Underline any key words
- Star any words you do not know

Bonus Task:

What hints have we been left that indicate something bad might happen? Make notes on your sheet.

Reading Objectives:

- *Understanding a word / phrase / sentence in context*
- *Exploring aspects of plot / characterisation / events / settings*
- *Distinguishing between what is stated explicitly and what is implied*

Plot Summary

Complete the gap - fill exercise on the Blood Brothers plot.

(Do this in pencil first in case you make mistakes!

Read the sentences in full to make sure they make sense!)

Writing Objectives:

- *Producing clear and coherent textual responses*
- *Accurate Standard English: accurate spelling, punctuation and grammar*

Bonus Task:

To what extent is Mrs Lyons' later madness hinted at from the start of the play?

Plenary

Level 2:

To know the
key events in
Blood
Brothers

Level 3:

To understand
key events in
Blood
Brothers

Level 4:

To explain key
events in
Blood
Brothers

Level 5:

To evaluate
key events in
Blood
Brothers

Level 6:

To justify key
events in
Blood
Brothers

To what extent is Mrs Lyons' later madness
hinted at from the start of the play?



The Big Question

To what extent is Mrs Lyons' later madness hinted at from the start of the play?

Blood Brothers

Act 1: The Scene is set
Lesson 5



BILL KENWRIGHT PRESENTS
WILLY RUSSELL'S
BLOOD
Brothers

Arrow of Progress



Learning objective:

To read and explore the key events in Act 1: The Scene is Set

Learning outcome:

Must: understand the key events in Act 1: The Scene is Set

Stretch: explain the key events in Act 1: The Scene is Set

Challenge: evaluate the key events in Act 1: The Scene is Set



STARTER

Level 2:
To know the
key events in
Act 1: The
Scene is Set

Level 3:
To understand
the key
events in Act
1: The Scene
is Set

Level 4:
To explain the
key events in
Act 1: The
Scene is Set

Level 5:
To evaluate
the key
events in Act
1: The Scene
is Set

Level 6:
To justify the
key events in
Act 1: The
Scene is Set

Scrabble challenge: What is the highest scoring word you can make that is associated with **Blood Brothers**?



Scrabble Letter/Point Values

Tile	# Of Tiles	Point Values
BLANK	2	0
A	9	1
B	2	3
C	2	3
D	4	2
E	12	1
F	2	4
G	3	2
H	2	4
I	9	1
J	1	8
K	1	5
L	4	1
M	2	3
N	6	1
O	8	1
P	2	3
Q	1	10
R	6	1
S	4	1
T	6	1
U	4	1
V	2	4
W	2	4
X	1	8
Y	2	4
Z	1	10

READING PAGES 5-10

Characters:

Stage Directions

Mrs Johnstone

Narrator

Milkman

Kid One

Kid Two

Kid Three

Kid Four

Mrs Lyons

Gynaecologist

Reading Objectives:

- *Understanding a word / phrase / sentence in context*
- *Exploring aspects of plot / characterisation / events / settings*
- *Distinguishing between what is stated explicitly and what is implied*

ANALYSIS OF ACT 1: THE SCENE IS SET

Mrs Johnstone sings about her past

Mrs J's story makes the reader feel sympathy for her – her husband has '*walked out*' on her, leaving her with seven children to look after and another on the way.

Writers Technique

The children are all offstage as they shout their complaints, whilst Mrs J must '*stand alone*'. This emphasises that Mrs J is surrounded by overwhelming responsibility, which she has to deal with on her own.

Mrs J introduces the motif of Marilyn Monroe and dancing.

The Milkman interrupts her and her children start complaining. She can't even dream about happiness because her real life problems get in the way.

- At this point, Marilyn Monroe is used to represent perfection and a glamorous lifestyle.
- Dancing symbolises freedom and happiness. Marriage and children take that away from Mrs J.

ANALYSIS OF ACT 1: THE SCENE IS SET

The class divide is obvious from the start:

- 1) Mrs Johnstone arrives at Mrs Lyons' house with '*a brush, dusters and a mop bucket*', whereas Mrs Lyons is carrying a parcel containing new shoes.
- 2) Some key differences are immediately established:

- Mrs Johnstone is poor, whereas Mrs Lyons is rich.
- Mrs Johnstone '*can't stop*' having children, whereas Mrs Lyons '*can't have kids*'.
- Mrs Johnstone is superstitious, whereas Mrs Lyons is not.



Write about how Russell establishes some key themes...

Right from the start, Russell puts social class at the front of the audience's minds – it's clear that the two families are very different. The prologue also establishes the twins fate. Bit of a spoiler really...



ACT 1: THE SCENE IS SET

Questions on the Prologue:

1. What is a prologue? Define it!
2. Why are prologues used?
3. What do we learn about Mrs Johnstone's two sons on the first page? **Include quotations.**
4. How do we know that the musical will result in tragedy? Use **two** quotations.
5. How would you describe the atmosphere at the beginning of the musical? **Use quotations to explain your answer.**

Bonus Task:

What do we realise about the rhyme scheme of the narrator's prologue? (Label it first) Why has the writer used language in this way?

Writing Objectives:

- *Discussing and maintaining a point of view*
- *Selecting and emphasising key points*
- *Making accurate use of Standard English and SPaG*

HOMEWORK

Level 2:
To know the
key events in
Act 1: The
Scene is Set

Level 3:
To understand
the key
events in Act
1: The Scene
is Set

Level 4:
To explain the
key events in
Act 1: The
Scene is Set

Level 5:
To evaluate
the key
events in Act
1: The Scene
is Set

Level 6:
To justify the
key events in
Act 1: The
Scene is Set

How does Willy Russel use Mrs Johnstone's first conversation with Mrs Lyons to establish the class divide between the two families?

WILLY RUSSELL'S
BLOOD
Brothers

THE BIG QUESTION

How does Willy Russell use Mrs Johnstone's first conversation with Mrs Lyons to establish the class divide between the two families?

Blood Brothers

Act 1: The Agreement
Lesson 6



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BLOOD
Brothers

Arrow of Progress



Learning objective:

Analyses how Russell represents social class through two key characters.

Learning outcome:

Must: To explain the key events in Act 1: The Agreement

Stretch: To evaluate the key events in Act 1: The Agreement

Challenge: To justify the key events in Act 1: The Agreement



Starter

Level 2:
To know the
key events in
Act 1: The
Agreement

Level 3:
To understand
the key
events in Act
1: The
Agreement

Level 4:
To explain the
key events in
Act 1: The
Agreement

Level 5:
To evaluate
the key
events in Act
1: The
Agreement

Level 6:
To justify the
key events in
Act 1: The
Agreement

Word challenge:
“superstitious agreements”

WILLY RUSSELL'S
BLOOD
Brothers

Close Reading Pages 11-26

Characters:

Stage Directions	
Mrs Lyons	
Narrator	
Catalogue Man	
Finance Man	
Kid One	
Kid Two	
Kid Three	
Mr Lyons	
Mickey	

Reading Objectives:

- *Exploring aspects of plot / characterisation / events / settings*
- *Distinguishing between what is stated explicitly and what is implied*
- *Explaining motivation / sequence of events / relationship between actions or events*

Act 1: The Agreement

Task:

As you read through the “never never” worksheet, underline any key pieces of information or anything you don’t understand.

Complete the questions in full sentences.

Bonus Task:

Look again at Mickey and Edward’s first meeting. What are your initial impressions of Mickey and Edward from this scene?

Writing Objectives:

- *Analysing and evaluating how language, structure, form and presentation contribute to quality and impact*
- *Accurate standard English: accurate spelling, punctuation and grammar*

Plenary

Level 2:
To know the
key events in
Act 1: The
Agreement

Level 3:
To understand
the key
events in Act
1: The
Agreement

Level 4:
To explain the
key events in
Act 1: The
Agreement

Level 5:
To evaluate
the key
events in Act
1: The
Agreement

Level 6:
To justify the
key events in
Act 1: The
Agreement

Reading recap:

How does Mrs Johnstone feel when she finds out she is expecting twins?

How does Mrs Lyons react to the news?

WILLY RUSSELL'S
BLOOD
Brothers



The Big Question

How does the first meeting of Mickey and Edward show class differences at the time?

The boys language highlights the difference in their social class.



Mickey's language is full of slang and swear words like "*bleedin*" and "*pissed off*".

Whereas, Edward uses middle class words like "*super*" and "*smashing*".

Despite their obvious differences, they immediately decide to become best friends and then "*blood brothers*".

Blood Brothers

Act 1: The Twins Meet
Lesson 7



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WILLY RUSSELL'S
BLOOD
Brothers

Lesson focus: respond to feedback

Must: I will respond to the feedback given

Stretch: I will use the feedback to improve my work

Challenge: I will carry my targets forward to my next piece of work

How will I achieve this?

1. Correct any errors identified in the essay
2. Answer extension questions
3. Read my comment on WWW & EBI, make a note of the AO's you need to focus on.
4. Write at least two targets which you want to focus on for next time.
5. Rewrite one of your worst paragraphs and up-level



Arrow of Progress



Learning objective:

Demonstrate an understanding of how Willy Russell uses characters to represent social class in *Blood Brothers*.

Learning outcome:

Must: explain the key events in Act 1: *The Twins Meet*

Stretch: evaluate the key events in Act 1: *The Twins Meet*

Challenge: justify the key events in Act 1: *The Twins Meet*





Magnificent Seven Starter

Level 2:
To know the
key events in
Act 1: The
Twins Meet

Level 3:
To understand
the key
events in Act
1: The Twins
Meet

Level 4:
To explain the
key events in
Act 1: The
Twins Meet

Level 5:
To evaluate
the key
events in Act
1: The Twins
Meet

Level 6:
To justify the
key events in
Act 1: The
Twins Meet

Look back at pages 22-25. Using quotes, give **two reasons** why the boys decide to become “blood brothers”.

WILLY RUSSELL'S
BLOOD
Brothers

Close Reading Pages 27-43

Characters:

Stage Directions

Edward

Mickey

Sammy

Mrs Johnstone

Mr Lyons

Mrs Lyons

Linda

Kid / Children

Sergeant /
Corporal

Reading Objectives:

- *Distinguishing between what is stated explicitly and what is implied*
- *Explaining motivation / sequence of events / relationship between actions or events*
- *Identifying theme and distinguishing between themes*

Act 1: The Twins Meet

Task:

1. Complete the table to show how different the lives of Mickey and Edward are.
2. Write a PEAL paragraph to demonstrate your knowledge. (This will be self assessed shortly...)

Bonus Task:

What hints are there throughout the play that the twins share a bond deeper than friendship?

Writing Objectives:

- *Producing clear and coherent textual responses*
- *Accurate Standard English: accurate spelling, punctuation and grammar*

Task Criteria:

*You should write in as much detail as possible.
You should write neatly, in full sentences using quotes.*

Plenary

Level 2:

To know the key events in Act 1: The Twins Meet

Level 3:

To understand the key events in Act 1: The Twins Meet

Level 4:

To explain the key events in Act 1: The Twins Meet

Level 5:

To evaluate the key events in Act 1: The Twins Meet

Level 6:

To justify the key events in Act 1: The Twins Meet

Plenary:

1. Proof read your work and correct any mistakes
2. WWW and EBI

WILLY RUSSELL'S
BLOOD
Brothers

The Big Question

How does the first meeting of Mickey and Edward show class differences at the time?

Blood Brothers

Act 1: Both Families Move Away
Lesson 8



BILL KENWRIGHT PRESENTS
WILLY RUSSELL'S
BLOOD
Brothers

Arrow of Progress



Learning objective:

Analyse language form and structure (AO2)

Learning outcome:

Must: To understand the key events in Act 1: Both families move away

Stretch: To explain the key events in Act 1: Both families move away

Challenge: To evaluate the key events in Act 1: Both families move away



Starter

Level 2:
To know the
key events in
Act 1: Both
families move
away

Level 3:
To understand
the key
events in Act
1: Both
families move
away

Level 4:
To explain the
key events in
Act 1: Both
families move
away

Level 5:
To evaluate
the key
events in Act
1: Both
families move
away

Level 6:
To justify the
key events in
Act 1: Both
families move
away

Revisit your character pages: add as much information as you can in 10 mins.
Remember to include stage directions, dialogue and action from the play!



Reading Pages 44-58

Characters:

Stage Directions

Narrator

Mr Lyons

Mrs Lyons

Linda

Edward

Mickey

Policeman

Mrs Johnstone

Woman

Reading Objectives:

- *Explaining motivation / sequence of events / relationship between actions or events*
- *Identifying theme and distinguishing between themes*
- *Supporting a point of view by referring to evidence in the text*

Donna Marie

Milkman

Act 1: Both Families Move Away

Task:

1. How does the policeman's two visits differ?
Complete the PEAL paragraph tables to show your knowledge.
2. Convert your tables into a full paragraph (or two).

Bonus Task:

Why do you think Russell chose to include these visits in the play?

Writing Objectives:

- *Producing clear and coherent textual responses*
- *Accurate Standard English: accurate spelling, punctuation and grammar*

Task Criteria:

*You should write in as much detail as possible.
You should write neatly, in full sentences using quotes.*

Plenary

Level 2:
To know the
key events in
Act 1: Both
families move
away

Level 3:
To understand
the key
events in Act
1: Both
families move
away

Level 4:
To explain the
key events in
Act 1: Both
families move
away

Level 5:
To evaluate
the key
events in Act
1: Both
families move
away

Level 6:
To justify the
key events in
Act 1: Both
families move
away

Imagine a debate between two opposing teams:
Why do you think Russell chose to include these
visits in the play?

The Big Question

What do the policeman's visits to the two families tell us about class divide?

Blood Brothers

Act 2: Skelmersdale
Lesson 9



BILL KENWRIGHT PRESENTS
WILLY RUSSELL'S
BLOOD
Brothers

Starter

Level 2:
To know the
key events in
Act 2:
Skelmersdale

Level 3:
To understand
the key
events in Act
2:
Skelmersdale

Level 4:
To explain the
key events in
Act 2:
Skelmersdale

Level 5:
To evaluate
the key
events in Act
2:
Skelmersdale

Level 6:
To justify the
key events in
Act 2:
Skelmersdale

Starter:

What makes Mrs Lyons decide that they should move to a new area? Use quotes to support your claims.



Reading Pages 59-67

Characters:

Stage Directions

Mrs Johnstone

Neighbours

Judge

Mickey

Mrs Lyons

Edward

Linda

Sammy

Conductor

Reading Objectives:

- *Identifying theme and distinguishing between themes*
- *Supporting a point of view by referring to evidence in the text*
- *Recognising the possibility of and evaluating different responses to a text*

Teacher

Perkins



Skelmersdale

Task:

1. Mind map as many things as you can about Linda's character.
2. Complete the questions on Linda in FULL SENTENCES using QUOTES to support your claims.

Writing Objectives:

- *Producing clear and coherent textual responses*
- *Accurate Standard English: accurate spelling, punctuation and grammar*

Task Criteria:

*You should write in as much detail as possible.
You should write neatly, in full sentences using quotes.*

Bonus Task:

To what extent does Linda conform to traditional gender roles?



Plenary

Level 2:
To know the
key events in
Act 2:
Skelmersdale

Level 3:
To understand
the key
events in Act
2:
Skelmersdale

Level 4:
To explain the
key events in
Act 2:
Skelmersdale

Level 5:
To evaluate
the key
events in Act
2:
Skelmersdale

Level 6:
To justify the
key events in
Act 2:
Skelmersdale

Plenary:

Imagine a classroom debate:

To what extent does Linda conform to traditional gender roles?

- *how might we argue that she is stereotypical?*
- *how might we alternatively argue that she challenges traditional gender roles?*



The Big Question

How does the boys' school highlight the differences in their upbringing?



Blood Brothers

Act 2: The Twins Meet Again
Lesson 10



BILL KENWRIGHT PRESENTS
WILLY RUSSELL'S
BLOOD
Brothers

Starter

Level 2:
To know the
key events in
Act 2: The
twins meet
again

Level 3:
To understand
the key
events in Act
2: The twins
meet again

Level 4:
To explain the
key events in
Act 2: The
twins meet
again

Level 5:
To evaluate
the key
events in Act
2: The twins
meet again

Level 6:
To justify the
key events in
Act 2: The
twins meet
again

Imagine you are either Mickey or Edward and write a short diary entry about a school day. Remember to think about your language depending on which character you are.



Reading Pages

Characters:

Stage Directions

Mrs Lyons

Edward

Narrator

Mickey

Linda

Mrs Johnstone

Kids

Mate

Policeman

Reading Objectives:

- *Supporting a point of view by referring to evidence in the text*
- *Recognising the possibility of and evaluating different responses to a text*
- *Using understanding of writers' social, historical and cultural contexts to inform evaluation*



Act 2; The Twins Meet Again

Task:

Finding quotes in Blood Brothers is a skill you will need to master.

1. Complete the PEAL table using quotes selected from the play.
2. Turn one PEAL chain into a full paragraph to showcase your knowledge.

Writing Objectives:

- *Producing clear and coherent textual responses*
- *Accurate Standard English: accurate spelling, punctuation and grammar*

Task Criteria:

You should write in as much detail as possible, in full sentences, using quotes.

Bonus Task:

Do you think that life is better for the Johnstones in Skelmersdale than it was in Liverpool? Explain your answer.



Plenary

Level 2:
To know the
key events in
Act 2: The
twins meet
again

Level 3:
To understand
the key
events in Act
2: The twins
meet again

Level 4:
To explain the
key events in
Act 2: The
twins meet
again

Level 5:
To evaluate
the key
events in Act
2: The twins
meet again

Level 6:
To justify the
key events in
Act 2: The
twins meet
again

Reading recap:

How does Mrs Johnstone feel about being rehoused in Skelmersdale?



The Big Question

How does Mrs Lyons react when she realises the Johnstones live in Skelmersdale too?

