

## 9.1.3

## Lesson 12

## Introduction

In this lesson, students work with standard RL.9-10.7 as they analyze how artists treat the same subject in different media. Building on their understanding of Act 3.2, lines 1–31 (from “Gallop apace, you fiery-footed steeds” to “hath new robes / And may not wear them”), students analyze how the artist Marc Chagall treats the same subject in his painting, “Romeo and Juliet.” Next, students consider Baz Luhrmann’s cinematic treatment of the same scene in his film, *Romeo + Juliet*. Student learning is assessed via a Quick Write at the end of the lesson: Choose either Marc Chagall’s painting “Romeo and Juliet” or Baz Luhrmann’s *Romeo + Juliet*. Which aspects of William Shakespeare’s *Romeo and Juliet* does the artist/director choose to emphasize and which aspects are absent? In addition, students may choose to respond to an optional extension question: Analyze the impact of these choices.

For homework, students respond briefly to the same prompt, analyzing the work not discussed in the Quick Write.

## Standards

Assessed Standard(s)	
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i> ).
Addressed Standard(s)	
None.	

## Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt:</p> <ul style="list-style-type: none"> <li>Choose either Marc Chagall’s painting “Romeo and Juliet” or Baz Luhrmann’s <i>Romeo + Juliet</i>.</li> </ul>

Which aspects of William Shakespeare’s *Romeo and Juliet* does the artist/director choose to emphasize and which aspects are absent?

- ① Some students may benefit from responding to the optional extension prompt:
- Analyze the impact of these choices.

### High Performance Response(s)

A High Performance Response should:

- Select an artwork and identify its title and creator (e.g., Baz Luhrmann’s *Romeo + Juliet* or Marc Chagall’s “Romeo and Juliet”).
  - Identify which aspects of Shakespeare’s play the artist chose to emphasize.
    - *Romeo + Juliet*: Luhrmann emphasizes Juliet’s innocence through the imagery of candles and angels, and her joy through the close-ups of her smiling while she delivers her soliloquy and her eagerness for Romeo’s arrival.
    - “Romeo and Juliet”: Chagall emphasizes Romeo and Juliet’s love for each other through the two portraits of the couple: one full-length and one of just their heads. In the full-length portrait, Romeo wraps his arm around Juliet protectively while she rests her head on him; in the small picture of their faces, their foreheads are touching.
  - Identify which aspects of Shakespeare’s play the artist chose to omit.
    - *Romeo + Juliet*: Luhrmann cut a large portion of Juliet’s soliloquy, eliminating her beautiful, figurative language and her many expressions of joy and love.
    - “Romeo and Juliet”: The violence in the play is absent from Chagall’s painting. There is no evidence of feuding families or of people dying as a result of those feuds.
- ① Student responses to the extension prompt may include the following:
- *Romeo + Juliet*: The imagery of candles, statues of angels, and the statue of the Virgin Mary reinforces the religious imagery that Romeo uses when he first meets Juliet and presents her as an innocent and sheltered girl.
  - “Romeo and Juliet”: By using bright colors and happy imagery, without including any of the darker elements, Chagall creates a painting that allows viewers to see Romeo and Juliet happy, as they might have been if their families had not been feuding. The happy picture of the couple creates a feeling of tension, because viewers knowing that Romeo and Juliet are doomed will recognize that this happiness is only temporary.

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
<ul style="list-style-type: none"> <li>None.*</li> </ul>
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
<ul style="list-style-type: none"> <li>None.*</li> </ul>
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
<ul style="list-style-type: none"> <li>None.*</li> </ul>

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words using the strategies outlined in L.9-10.4.a-d.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RL.9-10.7</li> <li>Text: <i>Romeo and Juliet</i> by William Shakespeare, Act 3.2: lines 1–31</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Analyzing Visual Interpretations of Literature</li> <li>Analyzing Cinematic Interpretations of Literature</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>35%</li> <li>35%</li> <li>10%</li> <li>5%</li> </ol>

## Materials

- Student copies of the 9.1 Common Core Learning Standards Tool (refer to 9.1.1 Lesson 1)
- Student copies of the Act 3.2, Lines 1–31 Summary Tool (refer to 9.1.3 Lesson 11)
- Copies of the Visual Arts Analysis Tool for each student
- Copies of Marc Chagall’s “Romeo and Juliet” for each student

- Copies of Baz Luhrmann’s *Romeo + Juliet* (1:07:00–1:07:50)
- Copies of the *Romeo + Juliet* Film Viewing Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 9.1.1 Lesson 1)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
🗨️	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RL.9-10.7. In this lesson, students analyze how two artists choose to interpret the characters William Shakespeare creates in *Romeo and Juliet*. After discussing the selected excerpt in pairs, students view Marc Chagall’s “Romeo and Juliet,” examining the choices he made when interpreting Shakespeare’s characters. Students then watch and analyze a clip from Baz Luhrmann’s *Romeo + Juliet*. The lesson concludes with a Quick Write.

- ▶ Students look at the agenda.

Instruct students to take out their copies of the 9.1 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: RL.9-10.7. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with standard RL.9-10.7.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

🗨️ Student responses should include:

- Analyze how the same subject is represented in two different types of art.
- Analyze what is highlighted or left out of each representation of the scene.

## Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about their responses to the previous lesson’s homework assignment (Reread Juliet’s soliloquy (Act 3.2, lines 1–31) and complete the Act 3.2, Lines 1–31 Summary Tool.)

- ▶ Students share their Act 3.2, Lines 1–31 Summary Tools.
- 🗨 See Model Act 3.2, Lines 1–31 Summary Tool for possible student responses.

Lead a brief whole-class discussion of student responses.

## Activity 3: Analyzing Visual Interpretations of Literature

35%

Distribute the Visual Arts Analysis Tool. Inform students that they will use this tool to organize their observations about a painting by Marc Chagall that represents Romeo and Juliet.

**What decisions might an artist make about subject matter, colors, shapes, and other artistic choices?**

- 🗨 Student responses may include:
  - An artist might choose the subject of the painting.
  - An artist might choose the setting of a painting.
  - An artist might choose colors to create a certain mood.
  - An artist might choose where to place objects.
  - An artist might choose a particular style (realistic, abstract, impressionistic, etc.).
  - An artist might include symbolic elements.

Lead a brief whole-class discussion of student responses.

Instruct students to make notes as they study the painting “Romeo and Juliet,” recording their observations about Chagall’s choices regarding what is emphasized and what is absent from the scene.

Project the painting or distribute color copies of the print to each pair. Instruct students to view the painting carefully before completing the tool in small groups.

- ▶ Students work together to study and discuss the picture to complete the tool.
- 🗨 See the Model Visual Arts Analysis Tool for possible student responses.

Post or project the following focus question for students to consider as they analyze the painting:

**What do you notice about the figures, objects, and artistic choices?**

- ① **Differentiation Consideration:** Consider posting or projecting the following guiding prompts to support students in their viewing:

Look at how the artist uses colors, shapes, and lines to depict Romeo and Juliet.

Lead a brief whole-class discussion of student responses.

## Activity 4: Analyzing Cinematic Interpretations of Literature

35%

Distribute the *Romeo + Juliet* Film Viewing Tool. Inform students that they will use this tool to organize their observations about a clip of the film that presents Act 3.2, lines 1–31. Instruct students to take notes during the film, recording their observations about Luhrmann’s choices regarding what is emphasized and what is absent from the scene.

Ask students to recall other scenes of *Romeo + Juliet* they have seen and consider directorial choices they noticed:

🗨 Student responses may include:

- Luhrmann sets the story in the present, using modern clothing and settings.
- Luhrmann uses loud music and directs actors in the fight scenes to speak loudly and aggressively to create a violent mood.
- Luhrmann uses modern music.
- Luhrmann sometimes uses camera shots that change abruptly and create an almost dizzying effect.

Post or project the following focus question for students to consider as they view the film:

**What do you notice about the characters, setting, and cinematic choices?**

① **Differentiation Consideration:** Consider posting or projecting the following guiding prompts to support students in their viewing:

**Look at the characters, their clothing, and the way they act. Look at when and where the story happens. Look at how the movie camera and lighting are used.**

Transition students to the film viewing. Show Baz Luhrmann’s *Romeo + Juliet* (1:07:00–1:07:50).

① This film clip is very short; for the purposes of this activity, it may be useful to view the clip more than once.

▶ Students watch the film and take notes on their tool.

🗨 See Model *Romeo + Juliet* Film Viewing Tool for possible student responses.

Lead a brief whole-class discussion of student responses.

## Activity 5: Quick Write

10%

Instruct students to respond briefly in writing to the following prompt:

**Choose either Marc Chagall’s painting “Romeo and Juliet” or Baz Luhrmann’s *Romeo + Juliet*. Which aspects of William Shakespeare’s *Romeo and Juliet* does the artist/director choose to emphasize and which aspects are absent?**

Instruct students to look at their annotations to find evidence. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt using evidence from the text.
- 🗨 See the High Performance Response at the beginning of this lesson.

## Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to analyze whichever work they did not discuss in the Quick Write, and respond briefly to the same Quick Write prompt: Which aspects of William Shakespeare’s *Romeo and Juliet* does the artist/director choose to emphasize and which does he omit? Some students may benefit from also answering the extension prompt: Analyze the impact of these choices.

Also for homework, students should continue to read their AIR texts through the lens of a focus standard of their choice and prepare for a three- to five-minute discussion of their texts based on that standard.

- ▶ Students follow along.

## Homework

Analyze the work you did not discuss in the Quick Write, and respond to the same Quick Write prompt: Which aspects of William Shakespeare’s *Romeo and Juliet* does the artist/director choose to emphasize and which does he omit? (Optional: Analyze the impact of these choices.)

Also, continue reading your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare for a brief discussion of your text based on that standard.

## Model Act 3.2, Lines 1–31 Summary Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Reread Act 3.2, lines 1–31 (from “Gallop apace, you fiery-footed steeds / Towards Phoebus’ lodging” to “hath new robes / And may not wear them”) and answer the following prompts.

### Act 3.2 Summary Tool

**Summarize these lines, noting the main characters, the setting, and important events.**

🗨 Student responses should include:

- This scene takes place in Juliet’s room.
- The scene occurs after Romeo has killed Juliet’s cousin, Tybalt, though Juliet does not yet know of his death.
- The scene is the beginning of a soliloquy, with Juliet speaking alone.
- Juliet says she wishes the day would rush by so that it would be night and Romeo would arrive.

**What traits does Juliet exhibit in this scene?**

🗨 Student responses may include:

- Juliet is impatient; she says she wants the sun to rush across the sky “And bring in cloudy night immediately” so that Romeo will come (line 4); she describes herself as “an impatient child that hath new robes / And may not wear them” (lines 30–31).
- She is imaginative; she uses lots of figurative language, including calling the sun Phaeton’s carriage (lines 1–4); she calls the night a “sober-suited matron all in black” (line 11).
- She is in love, describing the beauty of Romeo’s face as so “fine” that she tells the night to “Take him and cut him out in little stars, / And he will make the face of heaven so fine / That all the world will be in love with night / And pay no worship to the garish sun” (lines 22–25).
- She uses metaphors to describe her anticipation of her wedding night, comparing her situation to that of someone who has “bought the mansion of a love / But not possessed it” (lines 26–27), and herself as “sold, / not yet enjoyed” (lines 27–28).

**Identify specific words or images that contribute to the mood of the scene.**

- Student responses vary widely, but may include:
  - Juliet uses imagery from mythology (“fiery footed steeds” galloping “[t]owards Phoebus’ lodging” (lines 1–2) and the image of Romeo “cut ... out in little stars” (line 22) so that he will “make the face of heaven so fine” (line 23) to express how magnificent their love is).
  - Juliet uses active verbs such as “gallop” (line 1) and “leap” (line 7) to express her impatience.
  - Juliet uses imagery from nature, the sun and moon, and “new snow upon a raven’s back” (line 19) to express the natural beauty of their love.
  - Juliet uses gentle words, including *civil* (line 10), *simple* (line 16), *gentle* (line 20), and *loving* (line 20) to express tenderness.
  - Juliet uses playful images, including a reference to gambling in “learn me how to lose a winning match” (line 12), a reference to hunting in “Hood my unmanned blood” (line 14), and references to childhood in “cut him out in little stars” (line 22) and “the night before some festival” when an “impatient child” that “hath new robes/ And may not wear them” (lines 30–31).

## Visual Arts Analysis Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Use this tool to record your observations about Marc Chagall’s treatment of *Romeo and Juliet*.

**Focus Question:** What do you notice about the figures, objects, and artistic choices?

**Summary** (Briefly describe the painting.):

**What is omitted?**

Subject Matter	Colors/Symbols/Imagery/Mood	Other Artistic Choices
<i>e.g., Who is in the painting? How are they presented (e.g., moving, still)? How are the figures placed in relation to each other? Who is most important? (How can you tell?)</i>	<i>e.g., What are the main colors in the painting? What is the quality of the colors (Are they bright? Dark? Muted?) What symbols or imagery can you identify? What mood do the colors, symbols, and imagery create?</i>	<i>e.g., What style has the artist used in the painting? What kinds of lines or brushstrokes do you see?</i>

## Model Visual Arts Analysis Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Use this tool to record your observations about Marc Chagall’s treatment of *Romeo and Juliet*.

**Focus Question: What do you notice about the figures, objects, and artistic choices?**

**Summary** (Briefly describe the painting.): The painting shows Romeo and Juliet embracing as they float above a city; the same two people might be represented in the circle in the upper right-hand corner of the painting.

**What is omitted?**  
Chagall has not included any of the violence or hatred included in the play.

Subject Matter	Colors/Symbols/Imagery/Mood	Other Artistic Choices
<i>e.g., Who is the painting? How are they presented (e.g., moving, still)? How are the figures placed in relation to each other? Who is most important? (How can you tell?)</i>	<i>e.g., What are the main colors in the painting? What is the quality of the colors (Are they bright? Dark? Muted?) What symbols or imagery can you identify? What mood do the colors, symbols, and imagery create?</i>	<i>e.g., What style has the artist used in the painting? What kinds of lines or brushstrokes do you see?</i>
In both arrangements, Romeo and Juliet are embracing. They are clearly in love, but they are looking out of the picture (not at each other in the larger portrait, but looking downward in the smaller picture).  Romeo and Juliet seem to be equally important. Although Romeo is taller than Juliet and takes up more space on the canvas, Juliet is in front of Romeo, so she is more visible.	The main colors are pink and green, with a little bit of orange and blue.  The colors are bright and mostly cheerful.  Some buildings are in the background, suggesting the city of “fair Verona” (Prologue, line 2).  It looks as though Romeo is in front of a leafy tree, suggesting the season of summer maybe in connection to Juliet’s reference to their love as “This bud of love by summer’s ripening breath” that “May prove a beauteous	The painting is fantastical; it is not realistic—people are floating in the sky; the horse and sky are green, and the horse has two eyes on one side of its head; the back of the horse is pink and seems to be a different creature. There is a strange pink shape in the upper right hand corner of the painting; the figures seem roughly sketched rather than precisely drawn.

	<p>flower” (Act 2.2, lines 121–122). The pink circle in the upper left-hand corner might represent the same idea.</p> <p>The dove above their heads might symbolize the peace that is the final result of their “death-marked love” (Prologue, line 9).</p> <p>The small circle with Romeo and Juliet’s faces might be the sun or moon, since they often describe each other in terms of the sun and moon.</p> <p>The horse behind Juliet might represent the “fiery-footed steeds” that she asks to “[g]allop apace” while she is waiting for Romeo to arrive on their wedding night (Act 3.2, line 1).</p> <p>The green tree, the pretty town, the happy couple, and the dove create a happy, peaceful mood.</p>	
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## Romeo + Juliet Film Viewing Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Use this tool to record your observations about Baz Luhrmann’s treatment of *Romeo and Juliet*.

**Focus Question:** What do you notice about the characters, setting, and cinematic choices?

**Summary** (Briefly describe the events of this scene.):

**What is omitted?**

Character Development	Setting	Cinematic Choices
<i>e.g., Who is in each scene? Who gets most screen time? What styles do the actors use when portraying their characters?</i>	<i>e.g., Where is this scene set? What do you notice about this environment? What do you notice about the time and place?</i>	<i>e.g., What kind of soundtrack does the director use? What do you notice about how the camera changes position at different moments in the scene? What is the camera angle? What or who is being framed? On whom or what does light shine or not shine?</i>

## Model *Romeo + Juliet* Film Viewing Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Use this tool to record your observations about Baz Luhrmann’s treatment of *Romeo and Juliet*.

**Focus Question: What do you notice about the characters, setting, and cinematic choices?**

**Summary** (Briefly describe the events of this scene.): Juliet waits for Romeo and expresses her impatience for his arrival.

**What does Luhrmann omit?**  
Luhrmann omits many of Juliet’s lines from her soliloquy.

Character Development	Setting	Cinematic Choices
<p><i>e.g., Who is in each scene? Who gets most screen time? What styles do the actors use when portraying their characters?</i></p>	<p><i>e.g., Where is this scene set? What do you notice about this environment? What do you notice about the time and place?</i></p>	<p><i>e.g., What kind of soundtrack does the director choose? What do you notice about how the camera changes position at different moments in the scene? What is the camera angle? What or who is being framed? On whom or what does light shine or not shine?</i></p>
<p>Juliet gets almost all of the screen time of this short scene (no other characters interact with her; this is a soliloquy).</p> <p>Juliet is wearing a simple white t-shirt and sweatpants.</p> <p>Her costume presents her as simple and genuine.</p> <p>Juliet is quietly bubbling over with happiness; she smiles throughout the scene and hugs herself as she waits for Romeo to arrive. She seems innocent and</p>	<p>The scene is set in Juliet’s bedroom.</p> <p>Juliet has lots of candles lit, creating a romantic mood, but also one that feels a little like a church, especially with all of the statues.</p> <p>The room has statues of angels and a statue of the Virgin Mary in it, reminding the audience that Juliet is innocent and that she is very sheltered.</p>	<p>The scene is very quiet.</p> <p>A soft percussion instrument plays and soprano voices sing in the background, creating a soothing, angelic effect.</p> <p>The scene begins with a close-up of Juliet.</p> <p>The camera changes positions as it films Juliet, so viewers see her from different angles.</p> <p>Occasionally, the camera moves away to provide a broader picture, including her room,</p>

<p>joyful.</p>		<p>filled with candles and angels, and her bed.</p> <p>At the end of the scene, the camera pulls away quickly and shifts to the next scene.</p> <p>The scene is dimly lit with some candles giving a warm glow to the room.</p> <p>The scene is shot in mostly shades of white, black, and grey.</p> <p>The main colors in the scene are those of night: black, white, and blue.</p>
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