



Introduction

Romeo, Romeo! Where for art thou...interpretation? In this lesson, students will learn how different interpretations of _____ compare to the original text.

Learning Objectives

([CCSS.ELA-LITERACY.RL.11-12.7](#)) Students will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Materials Needed

- Journals/notebooks
- Movie version of _____ (teacher will select at his/her discretion)
- Recorded onstage production of _____ (teacher will select at his/her discretion)

Procedure

Prior to beginning this lesson, students should have completed a close read and study of Shakespeare's _____. This study normally is quite involved over the span of several days.

1. Ask students to think about this question:

_____ Inform students that they will be comparing different versions or interpretations of Shakespeare's Romeo and Juliet.

2. Students should be very familiar with _____ having just completed a close read of the text. On the board, make two columns. One side should say "movie" and the other should say "live production." Students should also make the columns in their notebooks or journals. Inform students that they will be evaluating how _____ has been interpreted differently through various uses of the text via onstage plays and movies. They will note the major differences in the story and the key elements that did not change.

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