

Comparative Study of *Romeo and Juliet* and *West Side Story* Unit of Work

(Suitable for all state-based curriculums
for the Australian English Curriculum:
Year 10)

Unit overview and lessons
based on a comparative
study of *Romeo and Juliet* by
William Shakespeare and
West Side Story by Jerome
Robbins and Robert Wise

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and *West Side Story*:
Unit of Work

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Unit of work:	Comparative Study of <i>Romeo and Juliet</i> and <i>West Side Story</i>	Year:	10
Duration:	8 weeks	Assessment:	Comparative essay
Text types:	Film, drama	Language:	Film language
Concept:	Comparative study, argument, intertextuality		
Learning experiences: reading, writing, viewing Links to other learning areas: <ul style="list-style-type: none"> History General capabilities: <ul style="list-style-type: none"> Literacy Critical and creative thinking Ethical understanding 			

Essential Learning Goal	Overarching Questions	Key Learning Ideas
For students to undertake a comparative study of texts from different time periods and contexts.	What are the similarities and differences between key texts from different time periods? Why do we compare texts?	How to compare texts from different time periods. Social and historical context of <i>Romeo and Juliet</i> and <i>West Side Story</i> . The narrative elements of <i>Romeo and Juliet</i> and <i>West Side Story</i> .


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Links to Australian English Curriculum: Year 10

Language		
Sub-strands	Content descriptions	Elaborations
	Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)	<ul style="list-style-type: none"> considering whether ethical judgments of good, bad, right or wrong are absolute or relative through consideration of texts with varying points of view and through discussion with others interpreting texts by drawing on knowledge of the historical context in which texts were created
Text structure and organisation	Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)	<ul style="list-style-type: none"> reproducing and adapting existing print texts for an online environment and explaining the reasons for the adaptations (for example accounting for the navigation and use of hyperlinks as structuring principles in hypertext narratives) investigating the structure and language of similar text types like information reports and narratives and how these are influenced by different technological affordances (for example hyperlinks as structuring principles in hypertext narratives versus linear text sequencing principles in print narratives)
Literature		
Sub-strands	Content descriptions	Elaborations
Responding to literature	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)	<ul style="list-style-type: none"> looking at a range of texts to consider how the use of a structural device, for example a female narrator, may influence female readers/viewers/listeners to respond sympathetically to an event or issue
Examining literature	Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)	<ul style="list-style-type: none"> looking at a range of short poems, a short story, or extracts from a novel or film to find and discuss examples of how language devices layer meaning and influence the responses of listeners, viewers or readers

Examining literature	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)	<ul style="list-style-type: none"> • using terms associated with literary text analysis (for example narrative, characters, poetry, figurative language, symbolism, soundtrack) when evaluating aspects that are valued and that contain aesthetic qualities • writing or speaking about how effectively the author constructed the text and engaged and sustained the reader's/viewer's/listener's personal interest
Creating literature	Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)	<ul style="list-style-type: none"> • creating texts that refer to themes or make particular connections to texts, for example writing crime fiction or romance short stories
Literacy		
Sub-strands	Content descriptions	Elaborations
Interacting with others	Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)	<ul style="list-style-type: none"> • identifying stereotypes of people, cultures, places, events, and concepts and explaining why they are stereotypes • identifying and explaining satirical events, including events in other cultures, for example depictions in political cartoons • applying knowledge of spoken, visual, auditory, technical and multimodal resources (for example sound and silence, camera shot types, lighting and colour) in conjunction with verbal resources for varying purposes and contexts • selecting subject matter and language to position readers to accept representations of people, events, ideas and information
Interpreting, analysing, evaluating	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)	<ul style="list-style-type: none"> • assessing the impact of hyperlinked text in a website's navigation • using appropriate metalanguage associated with digital technologies to analyse reading pathways on websites
Interpreting, analysing, evaluating	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)	<ul style="list-style-type: none"> • identifying the meaning of an increasing range of subtle vocabulary, for example inferring the different connotations of words in advertising texts from other cultures

ACARA, *The Australian Curriculum: English*, Accessed 10 January 2018

Content descriptions	Lesson Outline	Suitable for homework	Resources
<p>Literacy: Interpreting, analysing, evaluating Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)</p> <p>Literature: Responding to literature Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)</p> <p>Literacy: Texts in context Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)</p>	<p>Analysis of Romeo and Juliet</p> <p>Courtly love in the play</p> <p>Guidance</p> <ol style="list-style-type: none"> 1. Explain, discuss or read notes from the worksheet about courtly love in the play. 2. Ask students to complete the exercise below: <p>Exercise</p> <ol style="list-style-type: none"> 1. Write a list of all the different types of love that exist. 2. What complications (problems) can be found in each of these? 3. Is there always a cost involved in love? What are the potential costs? 4. What internal and external obstacles could prevent the following people from achieving their goals: <ul style="list-style-type: none"> - a girl dating a boy gets into trouble with the law - a Muslim girl dating a non-Muslim boy? <p>Romantic tragedy</p> <p>Guidance</p> <ol style="list-style-type: none"> 1. Explain, discuss or read notes from the worksheet about romantic tragedy. 3. Ask students to complete the exercise below: <p>Exercise</p> <ol style="list-style-type: none"> 1. Work in pairs to discuss the balcony scene and write your responses. 2. What is Romeo saying about Juliet in the first eight lines? 3. Juliet is out on her balcony by herself. Consider the context: it is late at night after the ball at which she met Romeo. What mood do you think she is in and what is she thinking about? Use evidence from the text to support your answer. 4. The stage direction 'aside' indicates that a character's words are heard by the audience but not heard by other characters on 		<p>Courtly love in the play worksheet</p> <p><i>Romeo and Juliet</i>, Act 2, Scene 2</p>

	<p>stage. Juliet does not hear Romeo say 'Shall I hear more, or shall I speak at this?' Why does he not speak to her? What do you think he is feeling at this point?</p> <p>5. Juliet's words, 'O Romeo, Romeo! wherefore art thou Romeo?' are sometimes thought to mean 'where are you, Romeo?', meaning that she wants to see him. However, the word 'wherefore' does not mean 'where'. Look closely at the context, especially the rest of Juliet's words and try to work out what Juliet is saying. What point do you think Juliet is making? What does 'wherefore' mean?</p> <p>6. What does Juliet mean when she says the following? 'What's in a name? That which we call a rose By any other word would smell as sweet.'</p> <p>7. What indications are there in this extract that indicate 'courtly love'?</p> <p>Interpreting romantic tragedy</p> <p>1. A romantic tragedy must have elements of romance. What clues are there in this extract that this a romance?</p> <p>2. A tragedy must have elements of chaos. What happens in the play that makes this a tragedy?</p> <p>3. A tragic hero is someone who is noble and worthy. Is Romeo noble and worthy? What makes you think this? Think about what he does and says in this scene and other scenes.</p>		
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