

**NAME:** Patty Berardi

**NAMES OF MEMBERS IN PARTNERSHIP:** Mike Owen, Katrina Honkala, Megan Workman, MaryAnn Stahr

**SCHOOL/CITY:** Green High School, Green, Ohio

**WORKSHOP LOCATION:** Akron Museum of Art

**GRADE LEVEL/INTENDED AUDIENCE:** 9<sup>TH</sup> grade

**OHIO ACADEMIC CONTENT STANDARDS:**

**Acquisition of Vocabulary—**

Examine and discuss ways historical events have influenced the English language.

**Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies—**

Apply reading comprehension strategies,  
including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.

**Reading Applications: Informational, Technical and Persuasive Text—**

Critique the treatment, scope and organization of  
ideas from multiple sources on the same topic.

**Reading Applications: Literary Text—**

Identify and explain an author's use of direct and  
indirect characterization, and ways in which characters reveal traits about themselves,  
including dialect, dramatic monologues and soliloquies.

Analyze the influence of setting in relation to other  
literary elements.

Identify ways in which authors use conflicts, parallel  
plots and subplots in literary texts.

Evaluate the point of view used in a literary text.

Interpret universal themes across different works by  
the same author and different authors.

Analyze how an author's choice of genre affects the  
expression of a theme or topic.

Explain how foreshadowing and flashback are used  
to shape plot in a literary text.

Define and identify types of irony, including verbal,  
situational and dramatic, used in literary texts.

Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.

Explain how authors use symbols to create broader meanings.

Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.

### **Writing Applications—**

Write narratives that:

- a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);
- b. use a range of strategies and literary devices including figurative language and specific narration; and,
- c. include an organized, well developed structure.

Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.

Write informational essays or reports, including research that:

- a. pose relevant and tightly drawn questions that engage the reader;
- b. provide a clear and accurate perspective on the subject;
- c. create an organizing structure appropriate to the purpose, audience and context;
- d. support the main ideas with facts, details, examples and explanations from sources; and
- e. document sources and include bibliographies.

Write persuasive compositions that:

- a. establish and develop a controlling idea;
- b. support arguments with detailed evidence;
- c. exclude irrelevant information; and
- d. cite sources of information.

Produce informal writings (e.g., journals, notes and poems) for various purposes.

**SPECIFIC TOPIC WITH EXPLANATION:** The definition of alchemy is the process of transforming something common into something special. This pathfinder provides resources related to the transformation of Shakespeare's "Romeo and Juliet" from one genre into another, and information on how culture and customs have transformed since the time period of the play. This information can be useful in understanding how a modern setting or interpretation can be created. This pathfinder also provides resources on literature linked to the Holocaust and Japanese internment during World War II. They can aid in exploring how lives were transformed by the wartime experience.

**SUBJECT HEADINGS:** "Romeo and Juliet," and Holocaust Literature

## **Pathfinders for Shakespeare's "The Tragedy of Romeo and Juliet"**

### **Web Sites for Teachers and Students**

- The Shakespeare Gallery page at the Smart Museum based at the University of Chicago offers a series . Changing words to images in art: Romeo and Juliet. Look at various prints of scenes from "Romeo & Juliet," then evaluate how closely the artist does or doesn't depict the scene based on Shakespeare's words.

<http://smartmuseum.uchicago.edu/education/shakespeare/essay.html>

- **The Kennedy Center Arts Edge:** A lesson plan and resources on adapting a piece of literature into a musical.

<http://artsedge.kennedy-center.org/content/2287/>

- **The Renaissance Connection Lesson Plans**

<http://www.renaissanceconnection.org/lessonplans.html>

Provides historical information and on-line activities to inform students about art and life during the Renaissance.

- **The Folger Shakespeare Library**

A wealth of resources including lesson plans and some based on primary source documents. Students can examine how customs on parenting and marriage have

transformed over the centuries, and then apply 17<sup>th</sup> century perspectives to evaluate the behaviors of characters in the play.

<http://www.folger.edu/eduLesPlanDtl.cfm?lpid=615> 17<sup>th</sup> Century Rules of Marriage printed in 1604.

<http://www.folger.edu/eduLesPlanDtl.cfm?lpid=524> *The Office of Christian Parents: Shewing How Children Are To Be Governed throughout All Ages and Times of Their Life.* Published in 1616.

- **Teacher's First:** This site provides pictures of the actual locations of the Capello (Capulet) home (with Juliet's balcony) and the tomb of the Capello family in Verona. Students can compare these images to what they imagined as they read the play, and how the script might suggest a different staging.

<http://www.teachersfirst.com/bard/autoframe.htm?http://www.intesys.it/Tour/Eng/VeronaGiuliettaRomeo.html>

- **The Kennedy Center Arts Edge:** A lesson plan and resources on adapting a piece of literature into a musical.

<http://artsedge.kennedy-center.org/content/2287/>

- **The Royal Shakespeare Company:** Teacher resources and lesson plans help students transform the printed script into their own unique interpretations of the drama.

<http://www.rsc.org.uk/romeo/teachers/home.html>

- **Classical Music Archives: Tchaikovsky's Romeo and Juliet**

<http://www.classicalarchives.com/tchaikovsky.html>

- **Notes on Sergei Prokofiev's ballet, Romeo and Juliet**

<http://www.geocities.com/Vienna/1891/op64.html>

## Videocassettes/DVDs/Films

- *Romeo and Juliet*. Dir. Franco Zeffirelli. Perf. Olivia Hussey, Leonard Whiting. DVD. Paramount Pictures, 1968.
- *Romeo and Juliet*. Dir. Baz Luhrmann. Perf. Leonardo DiCaprio, Claire Daines. Videocassette. Twentieth Century Fox, 1996.

## Books for Teachers

- Brooke, Arthur. *BROOKE'S 'ROMEUS AND JULIET' BEING THE ORIGINAL OF SHAKESPEARE'S 'ROMEO AND JULIET' NEWLY EDITED BY J. J. MUNRO*. Ed. J.J. Munro. New York: Duffield and Company; London: Chatto & Windus, 1908.

## Pathfinders for World War II and the Holocaust Literature.

### Museum Web Sites for Students and Teachers

- **The Anne Frank House Museum**  
<http://www.annefrank.nl>
- **The Smithsonian Institution's National Museum of American History:** The More Perfect Union collection provides photography, publications, original manuscripts, artworks, and handmade objects relating to the Japanese American experience during World War II.  
<http://americanhistory.si.edu/perfectunion/resources/curator.html>
- **Museum of Tolerance Online Media Learning Center** includes teacher materials and lesson plans related to the experiences of Holocaust survivors as well as online versions of past museum exhibits.  
<http://motlc.wiesenthal.com/site/pp.asp?c=gvKVLcMVluG&b=358201>
- **The Florida Holocaust Museum**

<http://www.flhm2.org/?CFID=15080988&CFTOKEN=88962608>

- **The United States Holocaust Memorial Museum** web site has a wealth of resources for both students and teachers including videos of survivors relaying their memories, photographs, and displays that are housed at the museum in Washington, D.C.

<http://www.ushmm.org/education/>

## Web Sites for Students and Teachers

- **Stories of Survival: Children of the Holocaust**

[http://www.adl.org/children\\_holocaust/children\\_main1.asp](http://www.adl.org/children_holocaust/children_main1.asp)

- **Holocaust Education For Children: Teaching Resources Web Sites**

<http://www.mindspring.com/~cleanccl/holocaustteachingresources.html>

## Books

- Altman, Linda J. *The Holocaust Ghettos*. Springfield, NJ: Enslow, 1998.
- Wiesel, Eliezer. *Night*. New York: Bantam Books. 1960.
- Wakatsuki-Houston, Jeanne. *Farewell to Manzanar*. Boston: Houghton Mifflin. 2002.

## CD-Roms for Teachers/Students

- *Anne Frank House: A House With a Story*. Copyright 2000, Anne Frank House.

Take a virtual tour of the Anne Frank House museum in Amsterdam, Netherlands, via this CD Rom purchased at the Museum Gift Shop in Amsterdam. Available for purchase on-line at <http://www.annefrank.nl>

## Videocassettes/DVDs/Films

- *Auschwitz: If You Cried, You Died*. Revised Edition. 2001. Moore Foundation.  
[www.impactamericafd.org](http://www.impactamericafd.org)
- *The Holocaust In Memory of Millions*. The Discovery Channel. Artisan Home Entertainment. 1994.
- *Survivors of the Holocaust*. 1995 Turner Original Productions, Inc. and Shoah Visual History Foundation.
- *Life is Beautiful*. Dir. Robert Benigni. Perf. Roberto Benigni, Nicoletta Braschi. DVD. Miramax. 1997.