

Lesson Objective	Given descriptions of characters from <i>Romeo and Juliet</i> , students will be able to infer a character's archetype by designing a costume that uses specific colors to discern particular attributes, in order to demonstrate understanding of archetypes of character and color.
Enduring Understanding(s) & Essential Questions	<p>Effective readers observe and analyze the various archetypes employed in a work, and the ways in which the work's author elicits specific attributes related to said archetypes, in order to accurately interpret a work's tone and/or theme.</p> <ol style="list-style-type: none"> 1. What is an archetype? 2. What are the possible benefits of understanding the different archetypes? 3. How could one's understanding of a story be impacted by established archetypes?
Texas Essential Knowledge and Skills (Target standards)	<p><u>English I, grade 9:</u></p> <p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p style="padding-left: 20px;">(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;</p> <p style="padding-left: 20px;">(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.</p> <p>(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.</p> <p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p style="padding-left: 20px;">(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices.</p>
Pre-requisite Knowledge and Skills	<ul style="list-style-type: none"> • common character archetypes from previous lesson (see "Notes" handout) • common color archetypes from previous lesson (see "Notes" handout) • knowledge of characters in <i>Romeo and Juliet</i>

- Vocabulary**
- archetype
 - drama
 - characterization
 - mood
 - tone
- Time Required** One 90-minute block period
- Materials Required**
- Writer’s Notebooks or paper on which to jot thoughts/notes/responses
 - Copies of “Archetypes in Drama, Notes” and “Character Description, Romeo & Juliet” handouts for students—*for use prior to this lesson’s implementation*
 - Unadorned copies of Shakespeare’s Romeo and Juliet
 - drawing paper
 - colored pencils or markers
 - blank costume templates
 - sticky notes
 - Computer and projector
 - Images of costume designs from multiple productions of Romeo and Juliet.
**Contact Lori Hahn at the UTeach-LA office to request an electronic copy of the PDF titled “Archetypes in Drama, Slides.”*
- Procedural Notes**
- This one-day lesson is part of a larger unit on characterization in drama using archetypes.
 - Grouping should be done in a manner that best fits the classroom dynamic.
 - Differentiation: Students who have difficulty drawing may use a template on which they can add detail and color to create their character’s costume.
- Engage**
~5-10 minutes
- In their Writer’s Notebooks, students will respond to images of characters from *Star Wars*. **See “Archetypes in Drama, Slides.”*
 - What feeling is evoked by the characters’ costumes? (4-5 minutes)
 - Share/discuss in pairs, then as a class. (4-5 minutes)
 - State the day’s objective: “Today we will review character and color archetypes to understand the different types, understand how color archetypes correlate with character archetypes, and infer costume choices in a drama based on evidence provided.”
- Introduce & Explore**
~5 minutes
- The following character archetypes will be reviewed with students based on discussion prior to reading *Romeo and Juliet*: the Hero, Mentor, Everyman, Innocent, and Villain. **See “Archetypes in Drama, Notes.”*
 - Use questioning to review color archetypes, asking students reflect on the reasons they described *Star Wars* characters the way they did.

- Explain that the movie’s costume designer/producer chose the colors and outfits for each character for a particular reason.
- Next, review with students the different types of archetypes that are based on color in a production—ask students to recall or revisit the typical qualities of red, green, black, white, yellow, violet, blue, gold, silver, pink orange and brown. *See “Archetypes in Drama, Notes.”

Explain
~5 minutes

Explain that students will work with a partner to design a costume for an assigned character from the play based on that character’s associations / personality traits as illustrated in the text. The costume’s focus will be on color and linked to a color archetype.

Apply & Elaborate
~55 minutes

- Student pairs will be assigned one of the following characters from *Romeo and Juliet*—Romeo, Juliet, Mercutio, Tybalt, Friar Lawrence, or the Nurse. (2 minutes)
- Pairs will begin by inferring at least three associations for their characters and supporting each of their inferences with at least one piece of textual evidence from *Romeo and Juliet*. This will be based on the notes they took during the reading of the play (see “Character Descriptions” document). (10 minutes)
- Once students have identified three associations and corresponding textual support, they will design their character’s costume on a sheet of paper.
 - The costume will be drawn or they may use a provided costume template.
 - Emphasis should be placed on incorporating color and detail associated with archetypes of both character and color. (15 minutes)
- In a short-answer response format, students will explain the rationale for their costume design, incorporating textual evidence from *Romeo and Juliet* to support their explanation. (15 minutes)

Writing Prompt: *In a well thought out paragraph, identify the character archetype that best fits the character assigned to you. Then, explain the color choices made for your character’s costume based on archetypes. Be sure to use textual evidence from the play to support your answer.*
- When all pairs have completed their work, post the costume designs will around the room for all students to view. Each pair will briefly showcase their design and explain their reasoning. (15 minutes)

Evaluate
~10 minutes

- Students will evaluate the archetypes evidence in other pairs’ costumes by participating in a Gallery Walk. (5 minutes)
 - Each student will receive two to three sticky notes on which to provide feedback on at least two other pairs’ work.
 - Feedback may be affirmative or constructive, but it must be supported (*they can say a costume is great, but they must also explain why it’s*

great).

- Show students various costume designs for characters in *Romeo and Juliet* taken from the archives of the Harry Ransom Center and another source. *See “Archetypes in Drama, Slides.” (5 minutes)

Closure
5 minutes

Exit Ticket:

In at least two complete sentences, students will compare/contrast their costume design to one of the designs from a professional production of *Romeo and Juliet*.

- What are some similarities/differences?
- Would you change your design based on what you’ve seen from the professional design?

Future Lessons

Archetypical evidence can later be used to develop a full analysis of a character in *Romeo and Juliet*.

Resources:

"5 Common Character Archetypes in Literature | Scribendi.com." *5 Common Character Archetypes in Literature | Scribendi.com*. Scribendi, 2016. Web. 23 June 2016.

Simmons, B. J. drawings of costumes for various productions of *Romeo and Juliet* with designer’s notes, (1936), parchment and cardboard, Box 147, Folders 3-5, Costume Designs B. J. Simmons and Co. 1889 – 1959, Harry Ransom Center, University of Texas at Austin.

"The Archetype of Mystery: Color - Archetypes." *Archetypes*. Archetypes, 2015. Web. 23 June 2016.