

Enriching the Humanities Through Opera

Script for Lesson: Exploring Story Adaptation

Grade Level: 9-12th

Length: 45 minutes

Literary Work: Romeo and Juliet (William Shakespeare)

Opera: Roméo et Juliette (Charles Gounod, composer; Jules Barbier and Michel Carré, librettists)

Slide 1:

Today, we're going to explore the concept of story adaptation.

Slide 2:

Our inquiry question is: What is story adaptation and how is it relevant to opera? By the end of the lesson, we will be able to: (List off objectives from slide.)

Slide 3:

We are going to begin with a word association exercise. Write down the first word that comes to mind for these words... (opera, Romeo & Juliet, adaptation).

(Reveal each word independently to give students a chance to write down/come up with their answers.)

****Instead of having students write down their answers, Instructor could create a live word cloud such as with *Mentimeter*. Students can add their responses via their phones/computers/tablets (repeated words will increase in size.**

What comes to mind when you hear the word "opera"?

Provide students space to share their thoughts.

Those are some great responses! It seems like many of you think of (examples: music, singing, and performance, etc. ... that's all part of opera!) Opera is a dramatic work set to music, with singers performing entire roles accompanied by an orchestra. It typically includes arias, duets, and ensembles, and is known for its elaborate costumes, sets, and vocal prowess. Has anyone seen an opera before?

What words did we associate with Romeo & Juliet?

Provide students space to share their thoughts. (Possible responses: love, tragedy, passion, star-crossed lovers, fate, youth, forbidden, duel, innocence, feud, poison, etc.)

Finally, what about "adaptation"? What does that mean to you?

Provide students space to share their thoughts.

That's a great start! Adaptation is when a creative work, such as a film, television show, play, opera, musical, or even book, is based on an existing story, like a novel or short story. It's when we take an idea and make changes to fit it into a new medium or vision, which we will get into a little bit more this lesson.

Slide 4:

Let's review the story arc of our literary work. Can anyone remind us of the exposition, rising action, climax, falling action, and resolution of this story?

Review the story arc as a class.

Exposition: *Romeo and Juliet meet and fall in love at the Capulet's party.*

Rising Action: *Romeo and Juliet secretly marry despite their families' feud.*

Climax: *Romeo kills Tybalt in a duel and is banished from Verona.*

Falling Action: *Juliet fakes her death to be with Romeo, but the plan goes tragically wrong.*

Resolution: *Romeo and Juliet both die, leading to the reconciliation of their feuding families.*

Slide 5:

Great! Now we are going to read through the synopsis of the French opera *Roméo et Juliette* (roh-MAY-oh eh zhoo-lee-ET), based on the Shakespearean play.

(Pass out opera synopsis handout.)

Read through the synopsis as a class.

Slide 6:

I would like for us to compare the story structure of the opera with the play. Turn and talk with your neighbor and discuss what are some differences and similarities you noticed?

Questions on slide:

- Is the setting/time period the same for both the opera and literary work?
- Is there a difference in point of view? In historical context? In narrative structure?
- What else did you notice?

Give students a couple of minutes to discuss the questions in pairs or small groups.

Would anyone like to share what they discussed?

Provide students space to share their thoughts.

We are now going to delve deeper into the opera *Roméo et Juliette* (roh-MAY-oh eh zhoo-lee-ET).

Slides 7-12: Key Scenes: choose which key scene to introduce to the class.

Slide 7: Key Scene #1

Let's look at this key scene. This is when Romeo and Juliet meet for the first time at the ball and engage in a duet of shared fascination.

Discuss any prominent and notable features in the images, including the identification of characters as well as any significant details that highlight their interactions or setting.

Slide 8: Key Scene #1

Here is an excerpt from that scene. As we watch, notice how any differences in the scene compared with the original literary work.

(Watch excerpt.)

*Met Opera on Demand: Track #15. ACT I: Ange adorable
00:00 – 04:43*

OR

*PBS LearningMedia™ : Roméo et Juliette | Act I | The Metropolitan Opera
32:21 – 37:04*

What did you notice?

Provide students space to share their thoughts.

Slide 9: Key Scene #2

Let's analyze this key scene. Here, due to the whirlwind speed of Romeo and Juliet's romance, Friar Laurence mistakenly believes Romeo's lovesick behavior is for Rosaline, his pervious interest. When he discovers his love is for Juliet Capulet he shows resistance, but nevertheless agrees to marry Romeo and Juliet, hoping their union will reconcile their feuding families.

Discuss any prominent and notable features in the image, including the identification of characters as well as any significant details that highlight their interactions or setting.

Slide 10: Key Scene #2

Here is an excerpt from that scene. As we watch, notice how any differences in the scene compared with the original literary work.

(Watch excerpt.)

*Met Opera on Demand: Track #27. ACT III: Mon père! Dieu vous garde!
00:00 – 03:32*

OR

*PBS LearningMedia™ : Roméo et Juliette | Act III | The Metropolitan Opera
1:43 – 5:30*

What did you notice?

Provide students space to share their thoughts.

Slide 11: Key Scene #3

Let's examine this key scene. In the story's climax, Romeo's attempt to stop a street fight fails, leading to Mercutio's death at the hands of Tybalt, whom Romeo kills in a fit of rage, sealing his fate with the Capulets' hatred and his eventual exile.

Discuss any prominent and notable features in the images, including the identification of characters as well as any significant details that highlight their interactions or setting.

Slide 12: Key Scene #3

Here is an excerpt from that scene. As we watch, notice how any differences in the scene compared with the original literary work.

(Watch excerpt.)

*Met Opera on Demand: Track #32. ACT III: Allons! tu ne me connais pas, Tybalt,
00:06 – 05:39*

OR

*PBS LearningMedia™ : Roméo et Juliette | Act III | The Metropolitan Opera
19:33 – 25:04*

What did you notice?

Provide students space to share their thoughts.

Slide 13:

Why do we adapt stories?

Provide students space to share their thoughts.

How does storytelling and adaptation add relevance for an audience?

Provide students space to share their thoughts.

Charles Gounod, the composer of *Roméo et Juliette* (*roh-MAY-oh eh zhoo-lee-ET*) along with librettists (writers of the text), Jules Barbier and Michel Carré, were deeply familiar with Shakespeare's original play *Romeo and Juliet*. Gounod had long admired Shakespeare, and this opera followed the success of an earlier adaptation he created. Barbier and Carré took creative liberties in adapting the play, condensing the plot, omitting certain characters (like Paris and Rosaline, although she is mentioned), and adding elements such as more prominent love duets and a longer final scene where (SPOILER) Romeo and Juliet die together. Their adaptation aimed to enhance the romantic and lyrical aspects of the story, suited to the operatic form, while still maintaining key dramatic moments of Shakespeare's original tragedy.

Slide 14:

To further our understanding of the adaptation process, we will create an adaptation pitch for one of the three chosen key scenes from the opera. Before we do, let's look at the adaptation guidelines. We will focus on the Who, What, When, and Where in the scene. When we say, "who," we mean the characters in the scene, "what" means the action in the scene, "when" means the time period and time of day and/or year, and "where" is the location and setting. Please note that the character identity can be adapted, but characters may not be eliminated or added to the scene.

Our adaptation pitches are to be intentional, thoughtful and show our knowledge of the original literary work.

What questions do you have?

Take time to answer any questions students may have.

Slide 15:

Using the background knowledge of the story and our new understanding of the opera, let's do a quick adaptation pitch for the key scene we just looked at. How could we adapt the "who?"

(Add student suggestions to the slide.)

The action? The “what?”

(Add student suggestions to the slide.)

The “when?”

(Add student suggestions to the slide.)

The “why?”

(Add student suggestions to the slide.)

Please note that each decision you make will have a ripple-like effect on the overall story.

Are there any other questions?

Take time to answer any questions students may have.

****Next direction is up to the instructor. Students can either work in groups selected by the instructor or students choose their own groups – number of students per group depends on class size. Students can either adapt the same key scene or choose a different key scene provided using their laptops/tablets. Libretto excerpts of the key scenes can be accessed on the OPERA America website. Print outs of the libretto excerpts can be distributed as well.**

We are now going to break out into groups and choose one of the three key scenes from the opera and brainstorm an adaptation pitch. You may use your laptop/tablet to find the additional key scenes provided in the slides. You will have 10 minutes to create your adaptation pitches. Each group will be given a worksheet with the same questions on the slide to complete and help guide the process. Please answer the last two questions using complete sentences.

(Return to Slide 14. Have students break out into groups by preferred method. Pass out the story adaptation pitch worksheets, 1 per group, or have students answer the questions on a separate piece of paper [stay on Slide 15]. Students work in groups for 10 minutes.)

Begin!

(Walk around the classroom, offering assistance as students work. Provide a 5-minute, 2-minute, and 1-minute warning.)

Slide 16:

Now it's time to share our pitches! Each group will present their adaptation pitch to the class. Remember to explain your creative decisions and rationale.

Groups take turns presenting their opera adaptation pitches.

Slide 17:

Thank you for sharing your adaptation pitches! How did your understanding of the story change as you adapted it?

Provide students space to share their thoughts.

Have any new insights or perspectives emerged?

Allow a moment for reflection, then invite students to share their thoughts.

Slide 18:

Thank you all for your work today!

****If planning to continue with Responding to Key Scenes lesson, add an announcement about exploring the opera more next class.**