

# Elements of the Greek Drama

## Instructional Unit Resource Guide

Based on Principles of Universal Design and Differentiated Instruction



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# Authors' Note

*Many may ask what makes a book a classic. By examining the Greek drama and all its elements students will gain a better understanding of literature and will learn some answers to this question.*

*This lesson is for students in grades 10 Language Arts.*

*This unit will be taught during the spring semester. This unit will last approximately 10 days.*

*This lesson begins with the study of the elements of a Greek drama.*

*Students will appreciate ancient Greek drama through the study of Sophocles. Antigone is just one of seven plays that were written by Sophocles.*

*Students will be engaged in reading, research, collaboration and sharing by presenting the elements of a classical Greek drama. All aspects of this assignment are to reinforce student learning.*

*This lesson will require access to computers, data projectors, document cameras, scanners, flip cameras, DVD players, the Internet and Microsoft software.*

# Standards and Benchmarks

*10.1.1 Use the knowledge of Greek, Roman, and Norse mythology to understand the origin and meaning of new words.*

*10.1.2 Distinguish between what words mean literally and what they imply, and interpret what words imply.*

*10.3.1 Structural features of literature: Analyze the purposes and characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).*

*10.3.4 Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).*

*10.3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.*

*10.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies (the contrast between expectation and reality), and inconsistencies in a text.*

*10.3.10 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.*

*10.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.*

*10.5.2 Write responses to literature that: demonstrate a comprehensive grasp of the significant ideas of literary works.*

# Resource Help

Developing Educational Standards: <http://www.edStandards.org/Standards.html>

MCREL: <http://www.mcrel.org/standards-benchmarks/>

Indiana Learning Standards: <http://www.doe.state.in.us/standards/>

ISTE – National Educational Technology Standards: <http://www.cnets.iste.org>

## Selected EDSITEment Websites

- [The Perseus Project](http://www.perseus.tufts.edu/)  
[<http://www.perseus.tufts.edu/>]
  - ["Historical Overview"](http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus:text:1999.04.0009)  
[<http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus:text:1999.04.0009>]
  - [Sophocles' Antigone](http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.01.0186), trans. Sir Richard Jebb (an online translation).  
[<http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.01.0186>]
  - [Sophocles' Antigone](http://www.bartleby.com/8/6/1.html), trans. E. H. Plumptre (HTML at Bartleby)  
[<http://www.bartleby.com/8/6/1.html>],
  - ["Introduction to the Fifth Century." Thomas R. Martin, An Overview of Classical Greek History from Mycenae to Alexander, 7-7.1 V.](http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.04.0009&query=head%3D%23101)  
[<http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.04.0009&query=head%3D%23101>]
  - ["The Late Archaic City-State." Thomas R. Martin, An Overview of Classical Greek History from Mycenae to Alexander](http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.04.0009&layout=&loc=6)  
<http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.04.0009&layout=&loc=6>
  - ["The Late Archaic City-State: The Beginnings of Athenian Democracy." Thomas R. Martin, An Overview of Classical Greek History from Mycenae to Alexander, 6.21 V.](http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.04.0009&layout=&loc=6.21)  
<http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.04.0009&layout=&loc=6.21>
  - ["Paternalism and Women." Thomas R. Martin, An Overview of Classical Greek History from Mycenae to Alexander, 5.30. V.](http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.04.0009&layout=&loc=5.33)  
<http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.04.0009&layout=&loc=5.33>

- ["Continuity and Change in Athenian Social and Intellectual History." Thomas R. Martin, An Overview of Classical Greek History from Mycenae to Alexander, 11-11.1. V.](#)  
[<http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.04.0009&query=head%3D%23187>]. Includes further information about the changing roles and rights of women during the Peloponnesian War.
- [Internet Public Library](#)  
[<http://www.ipl.org/>]
  - [The Glory That Was Greece](#)  
[<http://www.watson.org/~leigh/drama.html>]
  - ["Study Guide: Sophocles' Antigone." Roger Dunkle, CUNY.](#)  
[<http://depthome.brooklyn.cuny.edu/classics/dunkle/studyguide/antigone.htm>]
  - <http://web.uvic.ca/wguide/>  
[<http://web.uvic.ca/wguide/>]
- [Internet Medieval Sourcebook](#)  
[<http://www.fordham.edu/halsall/>]
  - [Introduction to Greek Stagecraft](#)  
[<http://www.didaskalia.net/studyarea/greekstagecraft.html>]
  - [Study Guide: Sophocles' Antigone](#)[<http://depthome.brooklyn.cuny.edu/classics/dunkle/studyguide/antigone.htm>]

<http://www.xtranormal.com> Xtranormal's mission is to bring movie-making to the people. Everyone watches movies and we believe everyone can make movies. Movie-making, short and long, online and on-screen, private and public, will be the most important communications process of the 21st century.

Our revolutionary approach to movie-making builds on an almost universally held skill—typing. You type something; we turn it into a movie on the web and on the desktop.

# Planning Pyramid

Teacher will have students to read and discuss Antigone by Sophocles. They will focus on vocabulary and underlying themes.

Teacher will have the students to complete the Elements of a Greek Drama worksheet.

Students will investigate and research particulars in which they will collaborate in groups and share information with the rest of the class.

Teacher will have students to create a website in Microsoft Publisher for their particular section of Antigone. Students will read and grasp a complete understanding of their own section. Tasks will be assigned to each member.

- a. Creator of review game for the elements of a Greek Tragedy (Gamer)
- b. Summarizer of section and Editor (SED)
- c. Collector of at least eight clear images and spell checker/mistake finder (ISM)
- d. Creator of the Xtranormal version of section (Producer)

## **Schedule:**

Monday, Mar. 8: Intro to project, group selections, task assignment, Greek elements research

Tuesday, Mar. 9: Writing Lab

Wednesday, Mar. 10: Writing Lab

Thursday, Mar. 11:

Friday, Mar 12: Antigone worksheets due

Monday, Mar. 15: Writing Lab

Tuesday, Mar 17: Simple Six Writing

Wednesday, Mar 18: Quiz over Antigone and presentations of Web sites

Friday, Mar. 19: Presentations of Web Sites

## **Grading:**

- Points for Elements of Greek Drama Worksheet
- 30 points for Antigone Worksheet
- Task = 25 points each for a total of 100 points  
Group member grade = each member will assign a grade to each other

Tasks grade + member grade /2 = **your grade project**

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# Teacher Library

## What materials and resources will be useful for teachers?

Use the textbook (pp 958-965)

<http://web.uvic.ca/wguide/Pages/MasterToc.html>, <http://www.cummingsstudyguides.net/terms.html>

<http://quizlet.com/124977/greek-theatre-flash-cards/>

[http://highered.mcgraw-hill.com/sites/0072405228/student\\_view0/drama\\_glossary.html](http://highered.mcgraw-hill.com/sites/0072405228/student_view0/drama_glossary.html)

and other resources to define the following terms.

UVic Writer's Guide, available via the EDSITEment-reviewed Internet Public Library

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### **Possible resources for locating instructional materials:**

*4 Teachers:* <http://4teachers.org/>

*42Explore: Thematic Pathfinders:* <http://42explore.com/>

*Blue Web 'n:* <http://www.kn.pacbell.com/wired/bluwebn/>

*Google:* <http://www.google.com>

*Kathy Schrock's Guide for Educators:* <http://school.discovery.com/schrockguide/>

*TrackStar:* <http://trackstar.4teachers.org/trackstar/>

*Thinkfinity:* <http://www.thinkfinity.org>

*WebQuest Project at San Diego State University:* <http://webquest.sdsu.edu/>

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# Learner Activities

How stuff works:

<http://www.howstuffworks.com>

Xtranormal

<http://www.xtranormal.com>

Images.com

<http://images.google.com>

Microsoft Publisher

<http://microsoft.com/windowsxp/usingphotography/photostory/tips/firststory.mspx>

Picsearch

<http://www.picsearch.com>

**Some possible resources for locating instructional materials are:**

*Cool Spots 4 Kids:* <http://www.4kids.org/coolspots>

*Eduscapes:* <http://eduscapes.com>

*Yahooligans:* <http://yahooligans.yahoo.com/>

*KidsClick:* [http://sunsite.berkeley.edu/KidsClick!/?](http://sunsite.berkeley.edu/KidsClick!/)

# Assessment

Teacher will evaluate students skills based on the following:

## Gamer Expectations

Creator of review game for the elements of a Greek Tragedy

Engaging/easy to use/interactive	7	5	3	2	1
Time parameters: 3-10 minute review	6	5	4	3	2
Correct content	6	5	4	3	2
Spelling	6	5	4	3	2

## SED Expectations

Summarizer of section and Editor

Paraphrase summary of section	7	5	3	2	1
Biography of Sophocles	7	5	4	3	2
Spelling throughout site	6	5	4	3	2
Creative/easy to use	5	4	3	2	1

## ISM Expectations

Collector of at least eight clear images and spell checker/mistake finder

Sharp, clear images (include Sophocles)	7	5	3	2	1
Web addresses for all images	6	5	4	3	2
Five or less spelling errors	6	5	4	3	2
Five or less mistakes	6	5	4	3	2

## Producer Expectations

Creator of the Xtranormal version of section

Script (characters) audible	7	5	3	2	1
Clip length: at least 3 minutes	6	5	4	3	2
Appropriate attire, language, movements, humor	6	5	4	3	2
Entertaining	6	5	4	3	2

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**Possible resources for locating assessment materials:**

*Scoring Guide for Student Projects:* <http://www.ncrtec.org/tl/sgsp/index.html>

*Rubrics, Rubric Maker:* [http://teachers.teach-nology.com/web\\_tools/rubrics](http://teachers.teach-nology.com/web_tools/rubrics)

*RubiStar:* <http://rubistar.4teachers.org>

*Electronic Quizzes:* <http://www.funbrain.com>  
<http://quiz.4teachers.org/>  
<http://school.discovery.com/quizcenter/quizcenter.html>

*Authoring Software:* <http://www.inspiration.com> (Kidspiration/Inspiration)  
[http://www.edhelper.com/teachers/graphic\\_organizer.htm](http://www.edhelper.com/teachers/graphic_organizer.htm)

*Test Taking Software:* <http://www.quia.com>

## Modifications

### Planning for Academic Diversity

For **students that cannot read at grade level...**

Try text to speech <http://www.readplease.com>

If a student has **difficulty comprehending the material...**

Try study aids <http://www.sparknotes.com>

If students have **difficulty mastering the vocabulary** of the unit, some suggestions include...

Try a picture dictionary <http://www.enchantedlearning.com/Dictionary.html>

Try a talking dictionary <http://www.webster.com/>

Try the visual thesaurus <http://www.visualthesaurus.com>

If you have students who **need the instructional materials in a language other than English...**

Try Babel Fish <http://babelfish.altavista.com>

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If you have students who have **difficulty with handwriting**, (either speed or accuracy), then...

Consider dictation <http://www.idictate.com>

Consider allowing them to speak their answers in Kidspiration

<http://www.inspiration.com>

If you have **students who need additional challenge**, then...

Search Google or TrackStar for enrichment activities

For students who have **difficulty with the calculating activities** in this unit, try...

Using Webmath <http://www.webmath.com>

Using Ask Dr. Math <http://mathforum.org/dr.math/>

If your unit **requires students to conduct research**, you might want to...

Use the NewsTracker <http://my.yahoo.com>

Use the Google Toolbar <http://toolbar.google.com/>

Use a simplified search engine <http://yahooligans.yahoo.com/>

## Modifications: Planning for Academic Diversity

LEARNING BARRIER	POSSIBLE SOLUTIONS	WEB RESOURCES
Student cannot read at grade level.		
Student has difficulty comprehending the material.		
Student has difficulty mastering the vocabulary of the unit.		
Student has difficulty with handwriting (speed or accuracy).		
Student has difficulty with calculating activities.		
Student needs help with conducting research.		
Student needs the instructional material in a language other than English.		
Student needs additional challenge.		

**Possible resources for developing modifications and accommodations:**

*Making Modifications in the Classroom: A Collection of Checklists:*

[http://www.ldonline.org/ld\\_indepth/teaching\\_techniques/mod\\_checklists.html](http://www.ldonline.org/ld_indepth/teaching_techniques/mod_checklists.html)

*National Center on Educational Outcomes:* <http://www.education.umn.edu/NCEO/>