

## Rebecca East

### GREEK THEATRE

#### DAY ONE

**Description:** This lesson and proceeding project will span over 5 days in a unit on theatre history. Students will gain a basis of historical context and will be asked to take what they have learned about Greek theatre and the Festival of Dionysus and transform an already written fairytale into a performance that would be similar to a Greek tragedy or comedy.

**Subject Matter:** Greek theatre, Greek chorus, chorus masks, playwrighting, performance, design, mask construction

**Rationale:** Students will relate ancient Greek theatre practices to create their own original performances of a well known fairytale. This type of analysis is in line with the TEKS.

**Materials Needed:** laptop, Google Slide presentation, TV / projector, assignment sheets (below), slips of paper with either a 1, 2, 3, 4, or 5 written on it

**Objectives:** By the end of this lesson, students will be able to...

- Identify the different genres of plays at the Festival of Dionysus
- Begin writing a script in small groups
- Relate knowledge on Greek theatre to reinvent a fairytale or other popular story
- Compare modern entertainment (TV, plays, or movies) to its original Greek version

#### TEKS Addressed:

117.315.C.1.b: develop and practice theatre preparation and warm-up techniques

117.315.C.1.d: develop and practice effective voice and diction to express thoughts and feelings

117.315.C.1.f: demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions

117.315.C.1.i: identify and practice memorization skills

117.315.C.1.k: identify and recognize the importance of safe theatre practices

117.315.C.2.a: demonstrate safe use of the voice and body

117.315.C.2.e: employ physical techniques consistently to express thoughts, feelings, and actions non-verbally

117.315.C.2.f: create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms

117.315.C.3.a: develop and practice technical theatre skills

117.315.C.3.b: apply technical knowledge and skills safely to create or operate theatrical elements such as scenery, properties, lighting, sound, costumes, makeup, current technology, or publicity

117.315.C.3.c: perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others in a production role to tell a story through live theatre or media performance

117.315.C.4.a: portray theatre as a reflection of life in particular times, places, and cultures

117.315.C.4.b: relate historical and cultural influences on theatre

117.315.C.4.c: identify the impact of live theatre, film, television, and electronic media on contemporary society

**Time:** 90 minutes

## **Lesson**

**Preset:** Have the powerpoint pulled up on a laptop and connected to a projector / TV, have guidelines / rubric printed for the assignment and ready to be passed out at the end of the presentation, cut out slips of paper with group numbers written on them and put these slips in a bowl

### **Activities and Timeframe:**

#### **Check In (5 minutes)**

Go around the room and ask how everyone has been since the last time class met. If met with no responses, ask the students to gauge how they are feeling by creating a thumb barometer (thumb check in). Check in further as needed.

#### **Warm Up (15 minutes)**

Put up a scenario for a 30 second improv monologue. Students will line up and take turns performing a 30 second monologue from the prompt on the board. Keep time on your phone and clap when the timer goes off to signal that another student should start their monologue.

#### **Group Game (15 minutes)**

Allow two students to pick a random game from the game file. Have the class vote on which of those two games to play. If the class overwhelmingly doesn't like one or either of the games, allow different students to draw for a different game. Follow the instructions on the game card and play.

#### **Google Slide (25 minutes)**

Go through the Google Slide presentation and ask the leading questions that are in certain slide notes. Spend at least 3-5 minutes per slide going into more depth than the few words listed on the slide.

#### **Explain Assignment (3 minutes)**

Pick up the stack of worksheets with the assignment guidelines and rubric. Read out the worksheet and explain grading breakdown. Ask if anyone has questions on this and explain.

**Get into groups (2 minutes)**

Students should draw a slip of paper that will denote whether they will be in group 1, 2, 3, 4, or 5. There will be 4 people in each group.

**Group Work (25 minutes)**

Groups should first choose the story they want to tell and get it approved by the teacher. They should decide who the chorus members are and who the actor is. Check in with each group and encourage them to start writing their scripts and drawing out what their masks will look like.

**Check Out (1 minute):**

Touch base with each group one last time to track their progress. Tell them we will start making masks next class.

**Extension Activity/Homework (if any):**

This activity will be stretched over the next 4 days.

**Contingencies:**

- If the presentation, game, or warm-up goes a little too long, adapt by giving them slightly less time to prep their designs and scripts.

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**Rebecca East****GREEK THEATRE  
DAY TWO**

**Description:** This lesson and proceeding project will span over 5 days in a unit on theatre history. Students will gain a basis of historical context and will be asked to take what they have learned about Greek theatre and the Festival of Dionysus and transform an already written fairytale into a performance that would be similar to a Greek tragedy or comedy.

**Subject Matter:** Greek theatre, Greek chorus, chorus masks, playwrighting, performance, design, mask construction

**Rationale:** Students will relate ancient Greek theatre practices to create their own original performances of a well known fairytale. This type of analysis is in line with the TEKS.

**Materials Needed:** laptop, assignment sheets (below), cell phones and personal laptops

**Objectives:** By the end of this lesson, students will be able to...

- Write a script in small groups
- Relate knowledge on Greek theatre to reinvent a fairytale or other popular story
- Compare modern entertainment (TV, plays, or movies) to its original Greek version

**TEKS Addressed:**

117.315.C.1.b: develop and practice theatre preparation and warm-up techniques

117.315.C.1.d: develop and practice effective voice and diction to express thoughts and feelings

117.315.C.1.f: demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions

117.315.C.1.i: identify and practice memorization skills

117.315.C.1.k: identify and recognize the importance of safe theatre practices

117.315.C.2.a: demonstrate safe use of the voice and body

117.315.C.2.e: employ physical techniques consistently to express thoughts, feelings, and actions non-verbally

117.315.C.2.f: create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms

117.315.C.3.a: develop and practice technical theatre skills

117.315.C.3.b: apply technical knowledge and skills safely to create or operate theatrical elements such as scenery, properties, lighting, sound, costumes, makeup, current technology, or publicity

117.315.C.3.c: perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others in a production role to tell a story through live theatre or media performance

117.315.C.4.a: portray theatre as a reflection of life in particular times, places, and cultures

117.315.C.4.b: relate historical and cultural influences on theatre

**Time:** 90 minutes

### **Lesson**

**Preset:** Have mask materials laid out on a table or two somewhere in the classroom

### **Activities and Timeframe:**

#### **Check In (5 minutes)**

Go around the room and ask how everyone has been since the last time class met. If met with no responses, ask the students to gauge how they are feeling by creating a thumb barometer (thumb check in). Check in further as needed.

#### **Warm Up (15 minutes)**

Write out three different prompts on the board for group tableau warm-ups.

Ex: Catching a big fish, Getting an award for something mundane, meeting your favorite celebrity, etc, HOWEVER, choose a topic that implies that a large people would be involved. Ex: People at a party, festival goers with quirks, etc.

Ask students to come up to the front of the class three at a time and ask the class to close their eyes as they pick which tableau they want to be out of the three prompts. When they are positioned they will ask the class to open their eyes, then the teacher will call on people raising their hands to try and make sense of their tableau. Ridiculous scenarios are encouraged, in fact, the teacher should ask for the guessers to elaborate if they say something vaguely, encourage them to use their imaginations in a silly way. Only call on 2-3 people per tableau before asking the actors to explain what prompt they chose and what is happening in their frozen story. This continues until everyone has made a group tableau.

### **Group Game (15 minutes)**

Play a game that was played the day before or is another crowd pleasing game that you know can be played quickly. Try to spend less time than 15 minutes if possible.

### **Brainstorming (4 minutes)**

Tell students to get with their assigned groups from last class. Once they are all seated with their groups tell them you are setting a timer for 3 minutes and they have only that time to brainstorm what story they want to tell, who will have which role, and what their vision is.

### **Filling out Worksheets (8 minutes)**

Tell students that another timer will be set for 8 minutes and that is how long they have to fill out their worksheets. Tell them you will be coming around and grading the worksheets at the end of the 8 minutes, but they will get to keep them.

### **Script Writing (25 minutes)**

Tell students that another timer will be set for 25 minutes and that is how long they get to write their scripts. Their scenes should be 3-5 minutes long, which means they need 3-6 pages of dialogue. They can be typed or handwritten. Also tell them that at the end of the 25 minutes they will have to read through their script on their feet and get peer review from another group.

### **Peer Performances / Review (10 minutes)**

Partner groups up. Each group should take turns reading / half-acting out their scripts while the other group watches, then they should switch. Each group should be giving verbal constructive criticism on their SCRIPTS, not their performance. Before telling them to start the 10 minutes, tell them that the feedback they get should be factored into their final performance and final script submission.

### **Check Out (4 minutes):**

Ask each group to take one minute to think of one thing they need to improve on for the next class. Tell them they need to think of two answers in case another group steals their answer. After the minute let one person from each group share what they came up with.

**Extension Activity/Homework (if any):**

This lesson will be stretched out over the next 3 days.

**Contingencies:**

- If the students have been working hard and haven't finished their scripts in the 25 minutes, then extend the time by 5 minutes and check in again.
- If the students need more than 30 minutes to work on their scripts, then save the peer review assignment for the top of the next class.

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**Rebecca East****GREEK THEATRE  
DAY THREE**

**Description:** This lesson and proceeding project will span over 5 days in a unit on theatre history. Students will gain a basis of historical context and will be asked to take what they have learned about Greek theatre and the Festival of Dionysus and transform an already written fairytale into a performance that would be similar to a Greek tragedy or comedy.

**Subject Matter:** Greek theatre, Greek chorus, chorus masks, playwriting, performance, design, mask construction

**Rationale:** Students will relate ancient Greek theatre practices to create their own original performances of a well known fairytale. This type of analysis is in line with the TEKS.

**Materials Needed:** laptop, assignment sheets (below), paper plates, scissors, hot glue guns, wooden dowels or popsicle sticks, markers, colored pencils, fold up tables

**Objectives:** By the end of this lesson, students will be able to...

- Write a script in small groups
- Relate knowledge on Greek theatre to reinvent a fairytale or other popular story
- Compare modern entertainment (TV, plays, or movies) to its original Greek version
- Design and create Greek style masks based on original ideas

**TEKS Addressed:**

117.315.C.1.b: develop and practice theatre preparation and warm-up techniques

117.315.C.1.d: develop and practice effective voice and diction to express thoughts and feelings

117.315.C.1.f: demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions

117.315.C.1.i: identify and practice memorization skills

117.315.C.1.k: identify and recognize the importance of safe theatre practices

117.315.C.2.a: demonstrate safe use of the voice and body

117.315.C.2.e: employ physical techniques consistently to express thoughts, feelings, and actions non-verbally

117.315.C.2.f: create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms

117.315.C.3.a: develop and practice technical theatre skills

117.315.C.3.b: apply technical knowledge and skills safely to create or operate theatrical elements such as scenery, properties, lighting, sound, costumes, makeup, current technology, or publicity

117.315.C.3.c: perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others in a production role to tell a story through live theatre or media performance

117.315.C.4.a: portray theatre as a reflection of life in particular times, places, and cultures

117.315.C.4.b: relate historical and cultural influences on theatre

**Time:** 90 minutes

### **Lesson**

**Preset:** Have mask materials laid out on a table or two somewhere in the classroom.

#### **Activities and Timeframe:**

##### **Check In (5 minutes)**

Go around the room and ask how everyone has been since the last time class met. If met with no responses, ask the students to gauge how they are feeling by creating a thumb barometer (thumb check in). Check in further as needed.

##### **Warm Up (15 minutes)**

Write out three different prompts on the board for group tableau warm-ups.

Ex: Catching a big fish, Getting an award for something mundane, meeting your favorite celebrity, etc. HOWEVER, choose a topic that implies that a large people would be involved. Ex: People at a party, festival goers with quirks, etc.

Ask students to come up to the front of the class three at a time and ask the class to close their eyes as they pick which tableau they want to be out of the three prompts. When they are positioned they will ask the class to open their eyes, then the teacher will call on people raising their hands to try and make sense of their tableau. Ridiculous scenarios are encouraged, in fact, the teacher should ask for the guessers to elaborate if they say something

vaguely, encourage them to use their imaginations in a silly way. Only call on 2-3 people per tableau before asking the actors to explain what prompt they chose and what is happening in their frozen story. This continues until everyone has made a group tableau.

### **Group Game (15 minutes)**

Allow two students to pick a random game from the game file. Have the class vote on which of those two games to play. If the class overwhelmingly doesn't like one or either of the games, allow different students to draw for a different game. Follow the instructions on the game card and play.

### **CONTINGENCY: Peer Performances / Review (10 minutes)**

Partner groups up. Each group should take turns reading / half-acting out their scripts while the other group watches, then they should switch. Each group should be giving verbal constructive criticism on their SCRIPTS, not their performance. Before telling them to start the 10 minutes, tell them that the feedback they get should be factored into their final performance and final script submission.

### **Mask Making (30 minutes)**

Tell the students that you will be setting a timer for 20 minutes and that is how long they will have to make all the masks needed for their performances. They are only allowed to cut out, color, and glue sticks onto their masks, not glue any other materials. If they have been working diligently and need a little longer, set a timer for 5 minutes and give them extra time. At the end of the extended time ask everyone to pick up paper plate scraps and put away all the mask making materials.

### **Group Rehearsal (15 minutes)**

Give the groups 15 minutes of rehearsal / work time that is needed before they have a rehearsal day next class. Encourage them to memorize scripts, get on their feet, and start talking about their added tech requirement.

### **Check Out (1 minute):**

Touch base with each group one last time to track their progress.

### **Extension Activity/Homework (if any):**

This lesson will span for the next 2 days

### **Contingencies:**

- If anything goes a little too long, adapt by giving them slightly less time to work in groups.

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**Rebecca East**

**GREEK THEATRE**  
**DAY FOUR**

**Description:** This lesson and proceeding project will span over 5 days in a unit on theatre history. Students will gain a basis of historical context and will be asked to take what they have learned about Greek theatre and the Festival of Dionysus and transform an already written fairytale into a performance that would be similar to a Greek tragedy or comedy.

**Subject Matter:** Greek theatre, Greek chorus, chorus masks, playwrighting, performance, design, mask construction

**Rationale:** Students will relate ancient Greek theatre practices to create their own original performances of a well known fairytale. This type of analysis is in line with the TEKS.

**Materials Needed:** laptop, assignment sheets (below), paper plates, scissors, hot glue guns, wooden dowels or popsicle sticks, markers, colored pencils, fold up tables

**Objectives:** By the end of this lesson, students will be able to...

- Relate knowledge on Greek theatre to reinvent a fairytale or other popular story
- Compare modern entertainment (TV, plays, or movies) to its original Greek version
- Design and create Greek style masks based on original ideas

**TEKS Addressed:**

117.315.C.1.b: develop and practice theatre preparation and warm-up techniques

117.315.C.1.d: develop and practice effective voice and diction to express thoughts and feelings

117.315.C.1.f: demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions

117.315.C.1.i: identify and practice memorization skills

117.315.C.1.k: identify and recognize the importance of safe theatre practices

117.315.C.2.a: demonstrate safe use of the voice and body

117.315.C.2.e: employ physical techniques consistently to express thoughts, feelings, and actions non-verbally

117.315.C.2.f: create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms

117.315.C.3.a: develop and practice technical theatre skills

117.315.C.3.b: apply technical knowledge and skills safely to create or operate theatrical elements such as scenery, properties, lighting, sound, costumes, makeup, current technology, or publicity

117.315.C.3.c: perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others in a production role to tell a story through live theatre or media performance

117.315.C.4.a: portray theatre as a reflection of life in particular times, places, and cultures

117.315.C.4.b: relate historical and cultural influences on theatre

**Time:** 90 minutes

### **Lesson**

**Preset:** Have an open space in the middle of the class for students to break into small groups and rehearse their scenes.

### **Activities and Timeframe:**

#### **Check In (5 minutes)**

Go around the room and ask how everyone has been since the last time class met. If met with no responses, ask the students to gauge how they are feeling by creating a thumb barometer (thumb check in). Check in further as needed.

#### **Warm Up (15 minutes)**

Write out three different prompts on the board for group tableau warm-ups.

Ex: Catching a big fish, Getting an award for something mundane, meeting your favorite celebrity, etc. **HOWEVER**, choose a topic that implies that a large people would be involved. Ex: People at a party, festival goers with quirks, etc.  
Ask students to come up to the front of the class three at a time and ask the class to close their eyes as they pick which tableau they want to be out of the three prompts. When they are positioned they will ask the class to open their eyes, then the teacher will call on people raising their hands to try and make sense of their tableau. Ridiculous scenarios are encouraged, in fact, the teacher should ask for the guessers to elaborate if they say something vaguely, encourage them to use their imaginations in a silly way. Only call on 2-3 people per tableau before asking the actors to explain what prompt they chose and what is happening in their frozen story. This continues until everyone has made a group tableau.

#### **Group Game (15 minutes)**

Play a game that was played the day before or is another crowd pleasing game that you know can be played quickly. Try to spend less time than 15 minutes if possible.

#### **Group Rehearsal (50 minutes)**

Allow students to spend this class however they see fit. Remind them that their final draft of their script is due to BLEND by the end of the next class, they need to include an extra tech element to their performance that would have been feasible in ancient Greece, and to finish their masks if they need any last minute touches. Touch base with each group every 10 minutes or so.

**Check Out (5 minute):**

Ask each group to take one minute to think of one thing they need to improve on for the next class. Tell them they need to think of two answers in case another group steals their answer. After the minute let one person from each group share what they came up with.

**Extension Activity/Homework (if any):**

This activity will be concluded next class.

**Contingencies:**

- If anything goes a little too long, adapt by giving them slightly less time to work in groups.

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**Rebecca East**

**GREEK THEATRE  
DAY FIVE**

**Description:** This lesson and proceeding project will span over 5 days in a unit on theatre history. Students will gain a basis of historical context and will be asked to take what they have learned about Greek theatre and the Festival of Dionysus and transform an already written fairytale into a performance that would be similar to a Greek tragedy or comedy.

**Subject Matter:** Greek theatre, Greek chorus, chorus masks, playwrighting, performance, design, mask construction

**Rationale:** Students will relate ancient Greek theatre practices to create their own original performances of a well known fairytale. This type of analysis is in line with the TEKS.

**Materials Needed:** laptop, assignment sheets (below)- filled out by students

**Objectives:** By the end of this lesson, students will be able to...

- Identify the different genres of plays at the Festival of Dionysus
- Relate knowledge on Greek theatre to reinvent a fairytale or other popular story
- Compare modern entertainment (TV, plays, or movies) to its original Greek version

**TEKS Addressed:**

117.315.C.1.b: develop and practice theatre preparation and warm-up techniques

117.315.C.1.d: develop and practice effective voice and diction to express thoughts and feelings

117.315.C.1.f: demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions

117.315.C.1.i: identify and practice memorization skills

117.315.C.1.k: identify and recognize the importance of safe theatre practices

117.315.C.2.a: demonstrate safe use of the voice and body

117.315.C.2.e: employ physical techniques consistently to express thoughts, feelings, and actions non-verbally

117.315.C.2.f: create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms

117.315.C.3.a: develop and practice technical theatre skills

117.315.C.3.b: apply technical knowledge and skills safely to create or operate theatrical elements such as scenery, properties, lighting, sound, costumes, makeup, current technology, or publicity

117.315.C.3.c: perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others in a production role to tell a story through live theatre or media performance

117.315.C.4.a: portray theatre as a reflection of life in particular times, places, and cultures

117.315.C.4.b: relate historical and cultural influences on theatre

**Time:** 90 minutes

## **Lesson**

**Preset:** Have a clear open space in the classroom, have worksheets printed for students to fill out as they watch other groups perform

### **Activities and Timeframe:**

#### **Check In (5 minutes)**

Go around the room and ask how everyone has been since the last time class met. If met with no responses, ask the students to gauge how they are feeling by creating a thumb barometer (thumb check in). Check in further as needed.

#### **Warm Up (15 minutes)**

Put up a scenario for a 30 second improv monologue. Students will line up and take turns performing a 30 second monologue from the prompt on the board. Keep time on your phone and clap when the timer goes off to signal that another student should start their monologue.

#### **Group Game (15 minutes)**

Allow two students to pick a random game from the game file. Have the class vote on which of those two games to play. If the class overwhelmingly doesn't like one or either of the games, allow different students to draw for a different game. Follow the instructions on the game card and play.

**Last Minute Rehearsal (5 minutes)**

This is the student's last chance to meet with their groups before watching everyone's scenes.

**Pass out Ballots (2 minutes)**

Ask a student to pass out the ballots the students will be using to critique other groups' scenes. As that student is passing them out, ask someone to raise their hand and ask if anyone remembers why all the poets were competing in the first place. Explain that these papers will be asking them to assign each group an accolade and it is mandatory that they participate and vote based on the performances they see.

**Performances (47 minutes)**

Write out a show order on the board based on what student's requests are and instruct them that as soon as another group is done performing the next group should be setting up their scene.

**Check Out (1 minute):**

Collect all ballots and tell them you will be calculating the scores and awarding prizes at the top of the next class.

**Extension Activity/Homework (if any):**

This activity will be concluded next class.

**Contingencies:**

- If the warm up takes longer than the allotted time, then play a quick game and only play one round of it so they can get to work in their groups.
- If we don't get to every performance, collect all ballots and finish up at the top of the next class

## Festival of Dionysus, 2020

### Theatre I: Theatre History

#### Project:

- Using what they have learned of Greek Theatre, Students will re-invent a fairytale or other well-known story or fable (ask Ms. East) in the style of ancient Greek theatre.
- Each group will consist of 4 people:
  - 1 – ACTOR
  - 3 – CHORUS
- Groups must create a full script for performance, and it should be legible and memorized! But of course I will not read your script as you perform to make sure you say it word for word.
- MASKS: group must design and create masks, in Greek style. All characters and chorus must have written explanations of their designs.
- Must also use other technical elements to enhance the storytelling (underscoring music, sound effects (made live), other costumes, props)
- Students will perform their story for the entire class for a grade.

#### Hints:

- Remember what the purpose of the Greek Chorus was, and use them accordingly.
- Remember the “actor” should portray more than 1 role and would distinguish between them using different masks!
- Everything in Greek theatre was super exaggerated, so the audience could see and understand what was going on, from far away.
- Many things never happened on stage- they were just referred to by the chorus; i.e. - violence, weddings, etc.
- Greek theatre had some of the innovative special effects; however, if they couldn’t do it back then, then you can’t use it; i.e. - lights!!

#### Grading:

Script	30 points
Masks /Costumes/ Tech	35 points
Performance	35 points

## Ancient Greek Theatre Made Modern

### Story/ Performance Outline

Group Member's Names: \_\_\_\_\_

Original Story: \_\_\_\_\_

Exposition:

Rising Action:

Climax:

Falling Action

Dénouement:

Main Conflict/ Resolution:

Characters played by Actors:

Characters played by Chorus:

Which events/ scenes will be played out by Actors?

Which events/ scenes will be cut out?

Which events/ scenes will be explained by Chorus?