



# ANCIENT GREEK THEATRE - IT'S ALL GREEK TO ME! \*HYPERDOC

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The purpose of this unit is to give students an introduction to independent learning as well as an overview of Ancient Greek theatre. Students will apply their knowledge throughout, and the unit culminates in a group activity.

This unit is delivered in hyperdoc format. What does that mean? A hyperdoc is an interactive tool that encourages digital learning. In this case, students are given a document on a subject, and there they can read articles, watch videos, do some independent research, and apply what they've learned. Because they're working on their own, students are in charge of their own pacing.

Before you start the unit, ensure you read the Teacher Guide first. It will give you clear instructions on how to distribute the hyperdoc format and make it easy for you and your students.

## **1 - Ancient Greek Theatre: It's All Greek to Me**

This hyperdoc unit is designed to have students independently discover Ancient Greek Theatre. The unit is broken down into nine sections with multiple activities and includes a culminating activity.

# Standards Connections

## National Core Arts Standards

### Interpret intent and meaning in artistic work - Grade 6

TH:Re8.1.6.b - Identify cultural perspectives that may influence the evaluation of a drama/theatre work.

### Interpret intent and meaning in artistic work - Grade 7

TH:Re8.1.7.b - Describe how cultural perspectives can influence the evaluation of drama/theatre work.

### Interpret intent and meaning in artistic work - Grade 8

TH:Re8.1.8.b - Analyze how cultural perspectives influence the evaluation of a drama/theatre work.

### Interpret intent and meaning in artistic work - Grade HS Proficient

TH:Re8.1.HSI.b - Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.

### Interpret intent and meaning in artistic work - Grade HS Accomplished

TH:Re8.1.HSII.b - Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.

### Interpret intent and meaning in artistic work - Grade HS Advanced

TH:Re8.1.HSIII.b - Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.

### Apply criteria to evaluate artistic work - Grade 6

TH:Re9.1.6.c - Identify a specific audience or purpose for a drama/theatre work.

### Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 6

TH:Cn11.2.6.a - Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.

### Apply criteria to evaluate artistic work - Grade 7

TH:Re9.1.7.c - Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

### Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 7

TH:Cn11.2.7.b - Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.

### Apply criteria to evaluate artistic work - Grade 8

TH:Re9.1.8.c - Assess the impact of a drama/theatre work on a specific audience.

### Apply criteria to evaluate artistic work - Grade HS Proficient

TH:Re9.1.HSI.c - Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.

### Apply criteria to evaluate artistic work - Grade HS Accomplished

TH:Re9.1.HSII.c - Verify how a drama/theatre work communicates for a specific purpose and audience.

## Common Core

### Reading: Literature

CCSS.ELA-LITERACY.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.RL.9-10.10 - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

### Writing

CCSS.ELA-LITERACY.W.9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

## California VAPA Standards (2019)

### 6.TH:Re8 Interpret intent and meaning in artistic work.

6.TH.Re8.b - Identify cultural contexts that may influence the evaluation of a drama/theatre work.

### 7.TH:Re8 Interpret intent and meaning in artistic work.

7.TH.Re8.b - Describe how cultural contexts can influence the evaluation of drama/theatre work.

### 8.TH:Re8 Interpret intent and meaning in artistic work.

8.TH.Re8.b - Analyze how cultural contexts influence the evaluation of a drama/theatre work.

### Prof.TH:Re8 Interpret intent and meaning in artistic work.

Prof.TH.Re8.b - Identify and compare cultural contexts and contexts that may influence the evaluation of a drama/theatre work.

### Acc.TH:Re8 Interpret intent and meaning in artistic work.

Acc.TH.Re8.b - Apply concepts from a drama/theatre work for personal realization about cultural contexts and understanding.

### Adv.TH:Re8 Interpret intent and meaning in artistic work.

Adv.TH.Re8.b - Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.

### 6.TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

6.TH:Cn11.2.a - Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.

### 6.TH:Re9 Apply criteria to evaluate artistic work.

6.TH.Re9.b - Identify a specific audience or purpose for a drama/theatre work.

### 7.TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen

### **understanding.**

7.TH:Cn11.2.b - Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.

### **7.TH:Re9 Apply criteria to evaluate artistic work.**

7.TH.Re9.b - Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

### **8.TH:Re9 Apply criteria to evaluate artistic work.**

8.TH.Re9.b - Assess the impact of a drama/theatre work on a specific audience.

### **Prof.TH:Re9 Apply criteria to evaluate artistic work.**

Prof.TH.Re9.b - Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

### **Acc.TH:Re9 Apply criteria to evaluate artistic work.**

Acc.TH.Re9.b - Justify how a drama/theatre work communicates for a specific purpose and audience.

## **Florida Sunshine State Standards**

### **Critical Thinking & Reflection**

TH.912.C.1.4 - Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.

TH.912.C.1.6 - Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.

### **Historical & Global Connections**

TH.912.H.1.1 - Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.

### **Organizational Structure**

TH.912.O.1.4 - Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.

## **Georgia Performance Standards - Theatre Arts**

### **Grade 6 - Creating**

TA6.CR.2 - Develop scripts through theatrical techniques., a. Identify the elements of a story., b. Identify the theme and structure of a play., c. Articulate creative ideas in oral and written forms., d. Use the dramatic writing process to generate a script., e. Demonstrate the conventions of dialogue and stage directions.

### **Grade 6 - Connecting**

TA6.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Describe the origins of theatre., b. Identify and analyze ways in which theatre influences and reflects the culture of a society., c. Utilize a multi-disciplinary approach to research, create, and support artistic choices., d. Examine the relevance of cultural and historical context.

### **Grade 7 - Connecting**

TA7.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Examine theatre development throughout history., b. Identify and analyze cultural influences on theatre., c. Utilize multi-disciplinary research skills to obtain cultural and historical information to justify artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play)., d. Draw conclusions about the influence of theatre on society.

### **Grade 8 - Connecting**

TA8.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Compare and contrast how theatre evolves through time., b. Examine how culture is defined through theatre and other media., c. Apply advanced research skills to obtain appropriate cultural and historical information to rationalize artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play)., d. Discuss theatre's role in reflecting the culture of a society.

### **Grades 9-12 - ADVANCED DRAMA LEVELS I-IV -Connecting**

TAHSAD.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Explore the impact of theatre on the quality of life in various societies.

### **Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Connecting**

TAHSFT.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Identify and analyze plays and dramas from a variety of historical periods and cultures., b. Explore the works of milestone playwrights and plays, and the relevance of historical theatre., c. Recognize historical events that have influenced the role of theatre and how theatrical events have impacted cultural development., d. Interpret cultural and historical research for use in a production.

### **Grades 9-12 - THEATRE HISTORY AND LITERATURE I AND II - Creating**

TAHSTL.CR.1 - Develop original theatre literature., a. Compare and summarize theatre literature from various historical periods, cultures, and styles., b. Examine and outline the steps and conventions involved in the creation of a theatre text., c. Develop original texts using theatre techniques (e.g. improvisation, adapting non-theatre literature, playwriting exercises).

### **Grades 9-12 - THEATRE HISTORY AND LITERATURE I AND II - Connecting**

TAHSTL.CN.1 - Connect theatre literature to its dramaturgical contexts and other disciplines., a. Trace the development of theatre from earliest forms to contemporary forms., b. Identify and summarize contributions made to the development of theatre literature by different cultures and traditions., c. Research and explain how cultural and historical factors have influenced playwrights and theatre literature., d. Identify the elements, influences, and contributions of other art forms and content areas to theatre literature.

## **North Carolina Essential Standards**

### **Beginning High School Standards - Analysis**

B.A.1.1 - Interpret the plot structure and the thematic, technical, and dramaturgical elements within scenes from plays.

B.A.1.2 - Analyze informal or formal theatre productions in terms of the emotions or thoughts they evoke, characters, settings, and events.

### **Beginning High School Standards - Culture**

B.CU.1.2 - Exemplify history, culture, geography, economics, civics, and government from a global perspective through the creation of theatrical works.

### **Intermediate High School Standards - Communication**

I.C.1.3 - Produce scripts based on literature texts.

### **Advanced High School Standards - Culture**

A.CU.1.1 - Interpret theatre arts from personal, cultural, and historical contexts.

# Texas Essential Knowledge and Skills for Theatre Arts

## MS 117.211 LI - Foundations: Inquiry and Understanding

C.1.E - identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces.

## MS 117.211 LI - Historical and cultural relevance

C.4.A - demonstrate the role of theatre as a reflection of history, society, and culture through participation in dramatic activities.

## MS 117.212 LII - Historical and cultural relevance

B.4.A - demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures.

## HS 117.315 LI - Historical and cultural relevance

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

C.4.B - relate historical and cultural influences on theatre.

C.4.D - appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature.

## HS 117.316 LII - Historical and cultural relevance

C.4.A - analyze historical and cultural influences on theatre.

C.4.D - research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature.

## HS 117.317 LIII - Historical and cultural relevance

C.4.A - evaluate historical and cultural influences on theatre.

## HS 117.318 LIV - Historical and cultural relevance

C.4.A - evaluate historical and cultural influences on theatre.

# Alberta, Canada

## Theatre Studies Drama 10 (Greek, Medieval or Elizabethan, and Canadian)

- 1 - recognize theatre has evolved as a traditional art form
- 2 - recognize innovations in the theatre

## Playwriting - Drama 20

1 - demonstrate understanding of the basic structure of a play

## Junior Goal I Objectives

develop the ability to initiate, organize and present a project within a given set of guidelines

develop the ability to interact effectively and constructively in a group process

## Theatre Studies Level II - Intermediate (Theatre History)

- 4 - recognize that drama exists in every culture
- 5 - recognize that "theatre is a mirror of society".
- 6 - show awareness of selected periods and playwrights

## Orientation Drama 10

- make effective decisions or choices
- work cooperatively and productively

# British Columbia (2018)

## GRADE 9 - DRAMA - Exploring and creating

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental in

relation to drama

Explore relationships between identity, place, culture, society, and belonging through dramatic experiences

## GRADE 9 - DRAMA - Connecting and expanding

Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts

## GRADE 10 - DRAMA - Reason and reflect

Examine the influences of social, cultural, historical, environmental, and personal context on drama

## GRADE 11 - DRAMA - Reason and reflect

Examine the influences of social, cultural, historical, environmental, and personal contexts on dramatic works

## GRADE 12 - DRAMA - Reason and reflect

Evaluate the social, cultural, historical, environmental, and personal contexts of dramatic works

# Ontario, Canada

## Grades 9 & 10 - Foundations - Context and Influences

C.2.1 - identify ways in which dramatic expression and performance reflect communities and cultures, past and present (e.g., the prominence of socially and/or politically powerful characters in the drama of pre-industrial societies; the use of boy actors for female roles in Shakespearean theatre; the emphasis on religious themes in the drama of many cultures in different eras)

C.2.2 - describe how drama is used for various purposes in a range of social contexts (e.g., to express or celebrate group or community sentiments or values in street theatre or parades; to mark important historical or religious anniversaries of a country or culture; to raise awareness of social, environmental, and political issues; to explore personal relationships or social arrangements)

## Grades 9 & 10 - Reflecting, Responding and Analyzing - Drama and Society

B.2.1 - identify different types of drama and explain their function in diverse communities and cultures from the past and present (e.g., the function of television, film, or video game dramas with predictable plot lines and stock or stereotypical characters in today's society; the function of theatre in ancient Greece, liturgical drama in medieval Europe, Shakespearean drama in Elizabethan England, and/or "social problem" dramas today)