

Level 3 Classical Studies Unit Plan 2010
Inquiry Questions: What's so funny? Who decides what's right?

Key Concepts	<ul style="list-style-type: none"> • Citizenship and society • Culture and Identity • Empire and Power • Conflict • Art and aesthetics 	
Learning Objectives	<p>8.1: Understand the complexity and diversity of social, political, artistic, and ideological aspects of the classical world and how these aspects influenced the lives of Greeks and Romans living in those times.</p> <ul style="list-style-type: none"> • Selects relevant evidence and uses it to analyse the complexity and diversity of social, political, artistic and/or technological aspects of the classical world. • Thinks critically about primary and secondary sources about social, political, artistic and/or technological aspect of the classical world. • Analyses different perspectives on the connections between social, political, artistic and/or technological aspects of the lives of the ancient Greeks and Romans. <p>8.2: Understand how and why ideas and values of the classical world have influenced other cultures, including New Zealand, over time.</p> <ul style="list-style-type: none"> • Analyses the influence of classical ideas and values on other cultures over time. • Draws upon their own experiences to analyse reasons for the influence of ideas and values of the classical world on other cultures. • Thinks critically about the relationship between ideas and values of the classical world and other cultures at different points in time. 	
Context	Valued Learning – what and why	Assessment (ext)
Aristophanes' <i>Wasps</i> and <i>Frogs</i> Resources Aristophanes, <i>Frogs and Other Plays</i> , (Penguin)	<p>Rationale: why learn about Aristophanes?</p> <ul style="list-style-type: none"> • To understand how ancient Greek theatre has influenced modern theatre and entertainment. • To develop an appreciation of Aristophanic comedy as a literary genre. • Aristophanes' comedies provide insight into the political and social climate of his time. • The themes and messages of Aristophanes' comedies are still relevant today – war, generational conflict, leadership, government, wealth, justice and law, education. 	AS 90511 (3.1) <i>Explain a passage or passages from a work of classical literature in translation</i> Formative assessment opportunities throughout

<p>(trans. D. Barrett, Revised translation, Introduction and Notes, S. Dutta, 2007)</p> <p>Hunter, G and Priest, E. (2001). <u>Greek Drama</u>. Auckland, New Zealand: Pearson Education.</p>	<ul style="list-style-type: none"> • To understand the complexity of family and political relationships. • To understand conflict – generational, political, social... <p>Big Ideas / Conceptual Understandings</p> <ul style="list-style-type: none"> • The role of the poet was to teach and to entertain. • Attic Old Comedy was a vehicle for political comment. • “Just a little fable with a moral”. • Aristophanic characters were used to convey bigger messages. • Conflict between the ‘old’ and ‘new’ is at the heart of Aristophanic humour and serious socio-political comment. <p>Big ideas relating to <i>Wasps</i></p> <ul style="list-style-type: none"> • The jury system has been corrupted by Cleon and other demagogic politicians. • Jurors are trained to know the hand that feeds them and have a false sense of their power – “the power of Zeus upon this throne is scarcely greater than my own”. • Athens is ‘sick’ and needs saving by ‘our Herakles’ and the Marathon Men. • Justice can be restored in Athens. <p>Big ideas relating to <i>Frogs</i></p> <ul style="list-style-type: none"> • Dionysus is confused about his true identity and this confusion reflects the situation in Athens – who should be called upon to end the war and save the city? • If we can enfranchise slaves to row at Arginusae we can forgive the oligarchs who made one mistake and paid ‘heed to Phrynicus’ and supported the overthrow of democracy in 411. “If we are going to treat these men as brothers, let’s be consistent and excuse the others”. • Recall Alcibiades to save the city. <p>Other concepts which can be explored in a variety of contexts Rights, responsibilities, peace, war, justice, democracy, identity, education</p>	<p>the unit.</p> <p>Format: paragraph style responses to a question with 2-3 bulleted components x 2 (60 min)</p> <p>Refer to Assessment schedule 2009</p> <p>Definitions from EN:</p> <ol style="list-style-type: none"> 1 <i>Explain</i> may include: identify, describe, clarify, give reasons for, place in context. 2 <i>Literary features</i> may include: theme, characterisation, style, narrative/subject matter, author’s intention, structure, imagery, techniques, conventions of the genre, staging, rhetorical features, social and/or historical and/or literary context. 3 <i>In detail</i> is quantitative and/or qualitative. 4 <i>Analyse</i> means discuss methodically and demonstrate understanding of the features of the passage or passages.
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Learning experiences (activities)	Key Competencies <i>Focus in bold</i>
<p><u>Using the Social Inquiry approach, students:</u> Ask questions and gather information and background ideas, and examine relevant current issues Students could:</p> <ul style="list-style-type: none"> • use the focus questions (What's so funny? Who decides what's right?) to generate further questions, which they can then use to direct their own learning and make connections between the classical and modern worlds • find examples of modern humour (Youtube, TV, radio, Google images). The teacher could facilitate a discussion about what makes something funny and how modern humour compares to features of Aristophanic humour. • carry out an inquiry into the origins of ancient Greek drama and theatre and present their findings to the class • create a poster to advertise an ancient (e.g. City Dionysia, Lenaia) and modern dramatic festival (e.g. NZ International Arts Festival) • create an image/symbol to represent the purpose of each structural component of Attic Old Comedy: prologue, parados, comic episodes, agon, parabasis, komos, exodos • create a plot summary – what is it all about and who's who - in a medium of their choice • as students engage with the plays they can answer questions, or create their own to answer • create a computer-assisted presentation to communicate their understanding of the socio-political background of each play • in groups create a timeline of socio-political events that occur throughout Aristophanes' writing career • create a model of an ancient Greek theatre and explain how it would have been used, then compare this to a modern theatre • visit a modern theatre. <p>Explore and analyse people's values and perspectives Students could:</p> <ul style="list-style-type: none"> • create a continuum to relate the values positions of key characters' to the big ideas • compare their own values with those expressed by Aristophanes in his plays • create a pretend Facebook profile for a key character • perform the agon as a class or in small groups • create a quote bank – short, significant quotes, and justify how they embody a big idea 	<ul style="list-style-type: none"> • Thinking • Using language symbols and texts • Managing self • Relating to others • Participating and contributing

- be provided with a range of images which they arrange according to characters' values and related actions (e.g. images of money, flute player, Zeus = Philocleon values his 'false' sense of power as a juror)
- compare a leading political figure referred to in the play (e.g. Cleon) with a modern leader – analyse reasons for similarities and differences
- write from the perspective of a key character explaining their point of view on an issue presented in the play.

Consider the ways in which people make decisions and participate in social action

Students could:

- create a blog explaining their perspective on the decisions made by characters in the plays
- have a debate (class or small groups) to illustrate the agon
- perform a modern version of a parabasis to demonstrate their understanding of the role of the chorus, and the ways they inform decision-making throughout the play. This could also be used for a current issue related to the concept of justice or conflict.
- create a Venn diagram to show similarities and differences between the jury system in *Wasps* and a modern court system, then write a paragraph to explain why
- visit Parliament to better understand NZ's democratic system.

Reflect on and evaluate the understandings they have developed and the responses that may be required

Students could:

- work in small groups and create a concept/mind map relating to a big idea/theme/key concept and share with another group
- create character posters illustrating key qualities, providing evidence from the play in support
- write a summary of key events from the play and explain reasons why they are important
- create an advertisement to communicate their understanding of Aristophanes' lesson/message
- participate in an online forum
- write an examination-style question and answer it
- brainstorm as a class what humour might look like and sound like in the future – 50 years?
- set their next learning goals, which may involve finding the answer to a question which has not yet been addressed.