

Haddonfield Memorial High School
Summer Assignment Cover Sheet

Course: Greek Drama

Teacher(s): Scott Glading

Due Monday, 13 September 2010

Date: _____

***Grade Weight (%) of
Quarter 1:***

The paragraph and the works cited will count for a minor grade on the 1st marking period.

The visual and the class discussion will also count for a minor grade on the 1st marking period.

NJ Core Curriculum Standards:

- Analyze how our literary heritage is marked by distinct literary movements and is part of a global literary tradition.
 - Compare and evaluate the relationship between past literary traditions and contemporary writing.
 - Analyze how works of a given period reflect historical and social events and conditions.
 - Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.
 - Interpret how literary devices affect reading emotions and understanding.
 - Identify the structures in drama, identifying how the elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) articulate a playwright's vision.
 - Analyze the elements of setting and characterization to construct meaning of how characters influence the progression of the plot and resolution of the conflict.
 - Analyze moral dilemmas in works of literature, as revealed by characters' motivation and behavior.
 - Identify and analyze recurring themes across literary works and the ways in which these themes and ideas are developed.
 - Produce written and oral work that demonstrates synthesis of multiple informational and technical sources.
 - Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.
-

Description of Assignment:

YOUR ASSIGNMENT IS 3 PART: Reading, Viewing, and Creating

Read (peruse) an on-line website (or two) that will introduce you to Greek Drama, **View** a film (in the theatre or at home) whose leading character is afflicted by and affected by hubris, and **Create** a visual that represents your film character's hubris.

Purpose of Assignment:

Students will enter the school year with a firm grasp of "hubris" an essential element to understanding Greek drama.

Specific Expectations:

Students will ponder, discuss, and reflect upon these essential questions:

What universal concepts/messages/themes can be found in studying Greek Mythology?

Why/How are the concepts/messages/themes timeless?

Why have Greek Mythology and Greek Drama had such an impact on audiences, sustaining more than 2500 years?

How does Greek Mythology and Greek Drama influence today's students?

Potential Help

Sources:

During the summer, I invite you to contact me with any questions or concerns that you might have. Enjoy the journey! sglading@haddonfield.k12.nj.us

Greek Drama with Mr. Glading Summer Reading, Viewing, and Creating

To fully understand and appreciate Greek Drama (the tragedies),
one must first understand the term “hubris”.

“**Hubris**” is a tragic flaw given by the gods
to a “person” (a character) of high, noble birth.

This flaw is most often associated with insolent pride or arrogance.
The person believes he/she is above the fates and in control of destiny. Not so.
This flaw will ultimately “lead” the person to his/her demise, or death.

Many of the literary characters you met last year have an identifiable hubris.

Think Beowulf or Grendel; the Macbeths; Jack and Roger;
Victor Frankenstein, the invisible man, or Dr. Jekyll.

YOUR ASSIGNMENT IS 3 PART: Reading, Viewing, and Creating

Read (peruse) an on-line website (or two) that will introduce you to Greek Drama. With the information you gain from this website, you will be an informed reader and able to better share in our discussion during the first full week of class. Please prepare a works cited for the websites you visited. Proper MLA format is required.

View a film (in the theatre or at home) whose leading character is afflicted by and affected by hubris. Write a one paragraph response, naming the character, identifying the hubris, and including how the character is “brought down” by his/her hubris. Add this film (again, proper MLA format) to your works cited (from above). I suggest a drama for your viewing.

Create a visual that represents your film character’s hubris. This visual will be used during our class discussion the first full week of class and will be placed on a bulletin board in our room for further referencing.

Assessment ~ The paragraph and the works cited will count for a minor grade on the 1st marking period.

The visual and the class discussion will also count for a minor grade on the 1st marking period.

During the summer, I invite you to contact me with any questions or concerns that you might have. Enjoy the journey! sglading@haddonfield.k12.nj.us

