

Theatre: The Greeks Mediterranean Hall

Educators Guide and Lesson Plan created by Caitlyn Tidwell



Grade Level

6th – 8th Grade or Theatre 1

Time Required

1 Class: Pre-Museum

60-90 minutes: Museum

Supplies/Materials Needed

- Projector/Smart TV
- Pencils
- Warm Up: Greek Theatre
- [Slides: The Greeks](#)
- Exit Ticket: Greek Theatre
- Masks
- Markers
- Ribbons
- Sticky gems

Standards

TEKS MS Theatre 1
3(A), 4(A)

Key Vocabulary

Drama, tragedy, comedy, satyr, chorus, theatron, skene, proskenium

Essential Question(s)

- What is drama?
- Who were “The Greeks” in theatre?
- What were the basic types of Greek plays?
- How did the Greeks show characterization when performing in front of giant audiences?
- Why is ancient Greek Theatre still relevant today?

Lesson Objectives

Students will:

- Define listed vocabulary
- Explain who “The Greeks” were and analyze their importance to theatre as a whole/theatre today
- Become Familiar with the parts of the Greek performance space
- Explain the purpose and uses of masks in Greek theatre
- View and discuss actual Greek masks at HPU
- Create masks for characters similar to Greek masks that express the character’s age, gender, and emotion

Pre-Museum Visit

Use the [warm-up](#), [slides](#) and [exit ticket](#) to teach students about the basics of Greek theatre history.

Museum Visit

After viewing other desired areas of the museum, head to Mediterranean Hall. Have museum docent give a tour to showcase all items. Be sure to emphasize the Parthenon model, the amphoras, and the Greek masks behind the glass case.

Use guided questioning to help students activate prior knowledge from the day before such as how and why the masks were used and why they might need to show exaggerated expressions.

Assignment: Mask Creation

Students will need to brainstorm a character (from any genre/time period) that they can make a mask for. Some examples of characters might be:

- The Hero
- The Villain
- The Young Maiden
- The King/Queen
- The Witch
- Anything school appropriate that can come up with!

Once they've chosen a character, they should come up with an age and emotion for that character. Examples might include:

- Happiness
- Sadness
- Anger
- Surprise
- Fear
- Love

Distribute masks and markers and have them create a mask that exhibits (in an exaggerated way) the age, gender, and emotion of the character they came up with. Add that color can be used to enhance the emotion, for example, notes of red or black on the "Villain's" mask, etc.

Post-Visit Activity

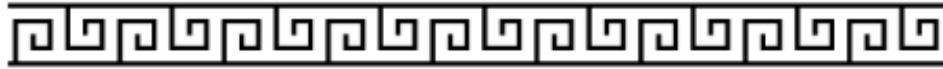
Once back in the classroom, unpack the day and have more students discuss their masks/characters.

Museum Visit Variations/Extensions

- Consider putting students in groups and having them write short comedic or tragic (school-appropriate) scenes and have them include their mask characters in the scenes – have students perform the scenes in class.
- Have students draw or build a Greek theatre (use paper or cardstock, dry beans, cardboard, popsicle sticks, etc.) with all the features/parts discussed on the slides from Day 1 (the skene, teatron, etc.)
- Have students label a printed diagram of a Greek Theatre (find one with additional extensions [Here](#).)



- Have students create a Venn Diagram of how Greek theatre and theatre today (or film/tv) are similar and different.



Greek Theatre Warm-up:

Choose and circle an emotion from the list below. In the box provided, draw a detailed picture of a face expressing that emotion.

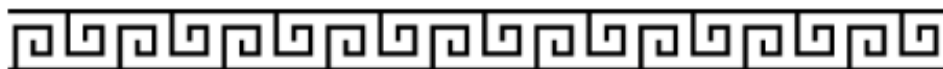
happiness

fear

surprise

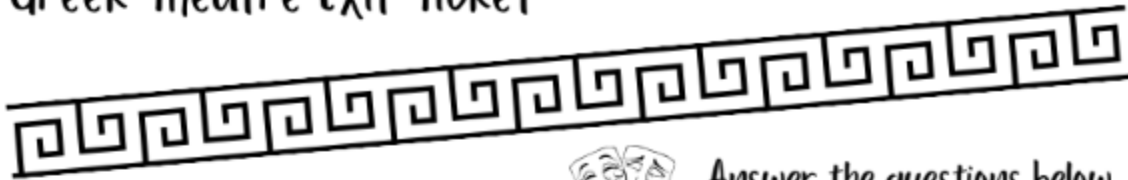
anger

sadness



Greek Theatre Exit Ticket

NAME: _____



Answer the questions below.

1. Why would masks be helpful in a theatre with 15,000 audience members?

2. How would acting change if you couldn't use your face?

3. Why do you think the CHORUS was important?

4. Do you like the idea of masks? Why or Why not?

