

English 9
Antigone(s)
Culminating project

Group 1

Yvette
Lupe
Rachel
Taylor

Group 2

Brianna
Ella B.
Rose

Group 3

Emeli
Ella S.
Cara

Group 4

Ashley
Fiorela
Bella

Group 5

Sofia
Katherine
Maggie

Choose a scene or excerpt of a scene (continuous; no jumping around) to act out. The scene should feature about 3 pages of dialogue. Not every person needs to have an acting part; students may direct, build costumes and props, or otherwise play to their strengths.

Each student should spend the workdays avidly on task and there are 3 homework periods (i.e., 90 minutes of out-of-class time) that contribute to this project. Thus, the result should reflect a minimum of 160 minutes + 90 minutes outside of class=250 minutes (4 hours, 10 minutes) of work per student. Consider what is practical to accomplish in the time allotted.

Don't be so ambitious that you make your parents crazy with craft-supply needs, but don't throw it away, either.

Journals

Journals must be presented typed or handwritten neatly in blue or black pen on loose-leaf paper. All written work must be double spaced. I will return your journals to you if they are presented in a problematically sloppy way. (You may line through mistakes.) **I won't accept late journals.** You may hand in work on paper in class or upload typewritten journals as pdfs to the Dropbox no later than the beginning of class.

Each journal entry should be two-thirds of a page (I calculate for typed, double-spaced work—please adjust for your handwriting).

Journal 1: Understand your scene:

Summarize your scene

Make supported statements about the purpose of your scene

Choose 1–2 important passages to analyze; prefer your own speeches if possible

Compare and contrast with the corresponding scene in Sophocles

What is the division of tasks in your group? How is everyone able to contribute more or less equally?

Journal 2: How can your movement, reading, and pacing support what the text itself is emphasizing?

How should people move on stage; when?

How can you use movement and vocal emphasis to support what you are doing?

How can you use parts of the stage and furniture groupings to create the images you want the audience to see?

Journal 3: Audience takeaways

What do you want your audience to see and feel? How do those desires interact with what we know of tragedy?

What more can your scene do to help create the desired effect?

Journal 4: Final journal

What's going well in your group? What challenges are there? What's the best way to solve the challenges?

What final thoughts do you have about your scene? What's important that you haven't already said?

Break a leg!