

Abigail Knopps

Lesson Plan: September 21, 2020

Audience: co-ed public school, high school seniors, suburbs.

There should be an interesting discussion because while many of the students come from the same neighborhoods, they all have varying backgrounds which will allow for an interesting discussion.

Primary source: *Lysistrata* – Students were supposed to read this prior to coming to class today. The link to the text can be found here [Lysistrata Text](#). There are six sections of the play.

Context of the discussion: This is going to be a part of AP world history class. The context of this discussion will come from the unit where the class will be discussing various examples of strikes and protests that occurred in the past and how that can help us better understand what is happening in the present day. It is important to note here that there has been a long history of protests and strikes in American as well as throughout the world as a whole.

Learning Goals:

LO1 Literature: to consider how some elements and issues of ancient culture relate to aspects of modern culture or are (re)appropriated or reinterpreted within modern culture.

LO2 Women's Voices: to identify some of classical antiquity's attitudes toward gender, love, and relationships (in personal, political, and religious contexts)

LO3 Social Responsibility A: to evaluate the ways in which Greek and Roman texts have been appropriated by political and intellectual groups to marginalize other groups denied access to or interpretation of these texts.

Background Information:

Have the students take notes on this.

Lysistrata by Aristophanes was written and produced at the time of the Peloponnesian War which pitted the Athenians against the Spartans. There was intense jealousy from both sides because they both wanted to emerge as the most powerful force in the region. However, Athens was not faring very well in the war and because Aristophanes was Athenian himself, he chose to write this play as a way to show that many people longed for peace.

Lysistrata was also important because it brought to light many of issues Aristophanes saw with the Athenian culture in general. One of the most important aspects of the play is its commentary on women in Athens and more specifically their status in society.

With regards to the production of play itself, it was performed solely by men (meaning they would dress up in drag in order to play the women in the play) for men because women typically did not attend public performances of plays.

How will they achieve these learning goals?

- Discussion

- Have them discuss the reading in small groups (3-4 students)
 - Let them choose their groups, they usually stay on task
 - Each member has a job in the group
 - Scribe (write down what the group talks about)
 - Speaker (will share with the class)
 - Timekeeper (keep things on track)
 - Leader (keep things on track)
- They can figure this out on their own.

Questions:

Answer the following questions about the reading and try to come up with similar examples in the modern era.

- What parts of *Lysistrata* stood out to you?
- Why do the actions of the women enrage the men? What does this reveal about Athenian society's (and/or Aristophanes') attitudes towards women? Towards men?
- How did the relationships between the men and women change as a result of Lysistrata's protest? Are these changes positive or negative?
- Draw connections between *Lysistrata* and lived experience
 - Based on what we have seen in America and other countries in recent months [referring to widespread protests and police violence], how do the actions in those movements compare to that of the women in *Lysistrata*?
 - Have the attitudes towards women in this play been reinterpreted or reimagined in order to justify the actions of countries with regards to how they treat women?
 - Do you have any examples (of protests/strikes) from your own life?
 - What are consequences of protests and strikes such as what was seen in *Lysistrata*? Were there any lasting benefits?
 - How about in the real world?

Make sure to walk around as they are in their groups to help spur on the discussion, answer questions, etc.

- We will come together after 15 minutes (you may need additional time) to discuss that the groups talked about.
 - Each group reports their findings, roughly 5 minutes per group (more/less if needed).
 - Have the students lead this, if there is good discussion happening, don't stop it!!
- **Ask the question:**
- Where do you see yourself in the story? Are you a main character or are you someone looking on in the background? Would you support or denounce the actions of Lysistrata?

Announcements:

- We will be doing a mini project based off of *Lysistrata* **due September 28 on Schoology**
 - If the discussion wraps up before the class, they can start brainstorming till the bells go off.
 - This project will provide the "Evidence of Learning."

- **Assignment:**
 - Create an Instagram story (45 seconds – 1 minute) or Facebook post (200 words) where they will place themselves in the story of *Lysistrata* and discuss how the events have impacted their lives.
 - There is no penalty for going over time/word limit but you cannot be under the time/word limit.
 - This can either be something that would have likely occurred in the original story or they can reinterpret it for modern times.
 - This is up to the student.
 - This should be accomplished on your own with little guidance from the teacher.
 - They should be creative.
 - However, there is a rubric that the students should follow.
 - There are a lot of different examples that we used in class for how this can be illustrated in a modern context.
 - This should be fun!
 - If they need to see an example of this, you can show them this example that I made [YouTube Video](#)

Rubric:

	0	1	2	3	4
Video/Facebook post is required length	Did not do the task	Video is 0 -10 seconds OR Facebook post is between 0-50 words	Video is 10 -20 seconds OR Facebook post is between 50 words – 100 words	Video 21-44 seconds OR Facebook post is between 100-150 words	Video is between 45-60+ seconds OR Facebook post is between 151- 200+
Accuracy	Did not do the task	Inaccurate information (does not align with the information provided in <i>Lysistrata</i>)	Information is inaccurate (3-4 statements inaccurate).	Information is accurate (1-2 statements incorrect).	Information is accurate (no incorrect information).
Originality/Creativity – the video/ Facebook post	Did not do the task	Ideas taken directly from another source	Idea taken from another source with slight modifications	Idea taken from another source with major modifications	Idea not taken from another source
Content – video or Facebook post needs to	Did not do the task	Unsuccessful attempt to discuss either	Successfully discusses either one of	Successfully discusses only 2 of the	Successfully discusses at least 3 of

discuss how the protests affect their own life incorporates at least 2 of the learning objectives		one of the learning objectives or how the protests affect their lives	the learning objectives or how the protests affect their lives	3 requirements (2 learning objectives or how the protests affect their lives and 1 learning objective)	the learning objects and discusses how the protests affect their lives
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- Next Week:

- Make sure to look at the folder on Schoology to find the links to the readings for our next class.
- We will be talking about modern examples of protests as well as why protests are so common today.