

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

March 30 - April 3, 2020

Course: 11 Humane Letters

Teacher(s): Mr. Brandolini david.brandolini@greatheartsirving.org

Mr. Mercer andrew.mercer@greatheartsirving.org

Weekly Plan:

Monday, March 30

- Supplemental material: <http://www.classics.upenn.edu/myth/php/tragedy/index.php?page=atreus>
- Read and annotate Aeschylus, *Agamemnon*, lines 1-358 (p. 103-116 of the Penguin Classics edition)
- Answer reading questions

Tuesday, March 31

- Read and annotate *Agamemnon*, lines 359-976 (p. 117-141).
- Answer reading questions

Wednesday, April 1

- Read and annotate *Agamemnon*, lines 977-1355 (p. 141-158).
- Answer reading questions

Thursday, April 2

- Read and annotate *Agamemnon*, lines 1355-1708 (p. 158-172)
- Answer reading questions

Friday, April 3

- Read the update on Junior Final Panel Project due dates
- Compose a one-page reflective analysis on Aeschylus' *Agamemnon*

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, March 30

1. *If possible*, it is recommended that you briefly peruse the supplemental link included on the cover page of the packet. It provides a brief overview of the history of the House of Atreus and the curse placed upon it, as well as a family tree. While Aeschylus' trilogy and its themes stand tall on their own terms, knowledge of the lineage would have been common in his time and can greatly assist in following the various references found in the plays. One critical component to remember that is not listed in the link is Agamemnon's sacrifice of his daughter Iphigenia to appease Artemis when departing for Troy.
2. Read and annotate Aeschylus, *Agamemnon*, lines 1-358 (p. 103-116 of the Penguin Classics edition). Read carefully and watch for allusions to the events of the Trojan war; it would also be edifying to keep an eye out for similarities and differences to the story of Agamemnon's fate that we were given in Homer's *Odyssey* (particularly Books IV and XI).
 - For the purposes of this packet, subsequent days will contain minimal explicit instruction. Generally speaking for this week, engaging with the work will be primarily on an individual basis, although the daily reading questions have been designed to help provide some level of direction as to where to focus while revisiting passages.
 - Throughout the trilogy, some of the themes to pay close attention to while annotating are
 - fate/destiny and human action/responsibility
 - motherhood
 - revenge vs justice; especially, justices' relationship with law and war
 - blood and sacrifice
 - the son suffering the consequence of the father's sins
 - night vs. dawn/the sun

While this list is by no means exhaustive, keeping an eye out for such themes and references will help in tracking the development of the works; the Chorus especially serves as a critical component in establishing ideas and setting new scenes.

3. Complete the reading question worksheet for this day. **Please note that if you are unable to print any of the worksheets and need to draft answers on loose leaf, you should include a full header and copy the worksheet title on your own paper.**

Tuesday, March 31

1. Read and annotate *Agamemnon*, lines 359-976 (p. 117-141). We see a great deal of reflection on the Trojan War and its causes, and the seemingly endless cycle of violence and destruction; the return of Agamemnon and his tense interaction with Clytaemnestra. Pay especial care to lines such as 370-395, 683-765, 830-840, 900-976.
2. Complete the reading question worksheet for this day.

Wednesday, April 1

1. Read and annotate *Agamemnon*, lines 977-1355 (p. 141-158). The Chorus gripped with dread; introduction to Cassandra; her prophecies. Pay attention to lines 992-1030, 1070-1099, 1180-1195, 1295-1320. Note the dramatic irony of Cassandra's prophecies going ignored. The tension between human knowledge/will and fate is highlighted here more than ever.
2. Complete the reading question worksheet for this day.

Thursday, April 2

1. Read and annotate *Agamemnon*, lines 1355-1708 (p. 158-172). At last comes the climax to the play and the inciting incident of the trilogy. Pay very close attention to the characters' accounts of the past and the lineage of the House of Atreus; these accounts are how they justify their actions and continue to flesh out the intricately woven thematic elements. As we turn to the next part of the trilogy, we are left to consider questions such as
 - "Is this all there is to justice?"
 - "What is the nature of the problem/sickness within Argos itself? Has Clytaemnestra put an end to that curse and provided a cure, or is she merely part of the problem?"
 - "How can man hope to begin to fix things if he is fated to spiral into vice and violence?"
2. Complete the reading question worksheet for this day.

Friday, April 3

1. *Junior Project*:
 - Due to the extenuating circumstances, we have adjusted the scope and schedule of the Junior Project for this year. The panel portion has been canceled, and all due dates have been moved back by two weeks. This means that the first draft of the essay is now due **Friday, April 17**, and the final draft is due **Friday, May 22**. The required length of the essay has also been adjusted from 8 pages to a range of 5-8 pages.
 - Just as with the work for this packet, we will send details regarding submitting the essays and receiving feedback in the coming days.
2. *Agamemnon* analytic reflection: in a thoughtful one-page reflection of at least 2 paragraphs, explore how *Agamemnon* as a whole portrays the nature of Justice in the play's moment in time. You should use three distinct instances of a character (it can be one or several characters) either reflecting upon justice or claiming to act in the name of justice.

Monday: 11th Grade Humane Letters *Agamemnon* lines 1-358 Reading Questions

Answer in complete sentences.

1. In the opening scene, what is the pain that the watchman speaks of that seems to be both his own and that of the people of Argos?

2. Describe the meaning or significance of the refrain of the Chorus: “Cry, cry for death, but good win out in glory in the end.”

3. How does Clytaemnestra initially respond to the news that Troy had fallen?

Tuesday: 11th Grade Humane Letters *Agamemnon* lines 359-976 Reading Questions

Answer in complete sentences.

1. The Herald emphasizes that the soldiers have suffered orders and magnitudes more than citizens back home. What are some reasons he gives for saying this? Why emphasize this at all, do you think?

2. Midway through the reading, the Chorus reflects on the constant lineage and breeding of impiety and vice within humanity. What does the Chorus say is the cause of this vicious lineage? Does there appear to be any account for hope or redemption?

3. In general, how is Agamemnon portrayed in this passage? How does he react to Clytaemnestra's flattery, and why?

4. Briefly describe/examine how one of the major themes is developed or established in this passage.

Wednesday: 11th Grade Humane Letters *Agamemnon* lines 977-1355 Reading Questions

Answer in complete sentences.

1. The passage begins with the Chorus fearing the approach and “birth” of Justice--justice for whom? Why might this be cause for terror and dread?

2. Who is Cassandra? Who gave her the power of prophecy? Whose fate(s) does she foretell?

3. In light of the aforementioned fate(s), who does Cassandra say will come to bring vengeance? How does she choose to react to the things she foresees (both here and in question 2)?

4. Briefly describe/examine how one of the major themes is developed or established in this passage.
