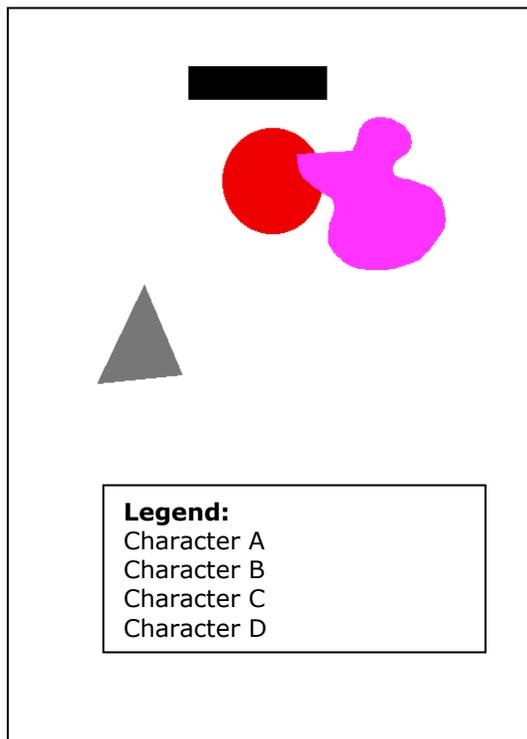


GEOMETRIC CHARACTER ANALYSIS

Carefully read *Antigone* by Sophocles. Be prepared to complete the following assignment.

1. Draw several geometric figures on your paper (circle, triangle, rectangle, square, blob, etc). Decide what type of personality each shape suggests.
2. Choose three of the main characters and along the side of a blank piece of paper, devise a shape to represent each of these characters. Write the character's name next to the shape.
3. Use the middle section of the paper to group the shapes you have devised, keeping in mind that the placement and size of the shapes should show the relationships of the characters to one another.
4. Decide on color for each shape, cut it out of construction paper and arrange it on a piece of paper. Place the figures so they represent ways the characters relate to one another. Use arrows, dotted or jagged lines, varying shades, to better explain these relationships. (TO BE COMPLETED IN CLASS)
5. Finally, write a two-three page paper about what your geometric design represents about each character. Be sure to explain color, shape, size and placement. Back up your interpretation with specific details and quotations from the play. Include parenthetical citations. Conclude with a reflection on what you learned doing this assignment.
6. Use the rubric to check your project before submitting it for evaluation.

**Rubric for Evaluating Art and Writing about *Antigone*****I. Visual Presentation**

- Three characters are represented in ways that can be justified by the text of *Antigone*.
- Written legend briefly explains decisions for color, shape, size and position.
- Student name appears on the front.
- Design is neat.

II. Written Explanation

Introductory paragraph

- includes title and author of literary work
- identifies characters
- has a thesis statement.

Body

- is an explanation of choices
- uses quotations to support decisions re: color, shape, size, position.

Conclusion

- is a summary of the process
- is a reflection on the characters and choices

Conventions

- Essay edited for mechanics, usage and grammar.

Typical Student Responses to Geometric Characters Assessment

Jarred wrote in reflection on characters, "The process of analyzing characters and their interactions by representing them as shapes really helped me understand these individuals on a whole new level. After deciding how to assemble the different shapes due to relationships, I feel that I understood the events that took place in the story in more depth. I also believe that I understand different characteristics of the various individuals much better after thinking about how to represent them."

Christine wrote in reflection on the process, "I started this process by choosing the colors for each character. I wrote down the most prevalent characteristics for everyone, and matched them with the color I saw fit. The shape and size came next, and I knew I wanted Haimon and Creon to be similar in shape, but different in size. I decided on a square for Creon, but somehow that did not quite fit the persona of his son, so I changed Haimon into a trapezoid to represent the conflict that pulls him in two directions. Antigone's shape came naturally, because the circle symbolizes well roundedness and her unique quality. As for Haimon, [sic His brother Megareos,] (he never spoke or had a live role in the story, so I chose a mere blob of nothingness for him. To display the conflict between the characters, I wanted to show what caused problems in Antigone, so I placed Polyneices between his sister and King Creon. The process lasted an unreasonable amount of time due to my indecisiveness about the colors and shapes. After studying the artwork, I realized that I used all the same colors for this very diverse group of people. Although some of the colors do not represent the same qualities a couple of them do, and I noticed that these individuals were not as different as I had previously thought.

My Response to Parents Who Challenge Art as a Means of Assessment

Come visit my classroom and see the students' work.

You'll see the depth of understanding required to complete the project. You'll see the quality of writing students produce once they've figured out what colors, shapes, sizes, and arrangements best represent the characters and their interactions with one another.

When the students confirm their choices with direct references to specific passages from the text, they know they are on the right track. Most are pleased at the high grades they usually earn. Furthermore, you'll see how much students can learn from one another when they view the work of their classmates. This kind of assessment increases both confidence and competence in literary analysis.

When students have choices about what they do, they tend to give more time and effort to the assignment. When I see what students choose, I have a more accurate insight into their understanding. From their work, I can determine what they've learned and whether I need to re-teach concepts, give further practice in mastering skill, or whether I can move along to the next topic.

Art proves to be an effective way to engage students in showing what they know and in helping me to plan further instruction.