

SPRING STUDENT CONFERENCE

# ANTIGONE IN WISCONSIN

Wednesday,  
March 28, 2012 ~  
Memorial Union,  
8:30 am - 3:30 pm

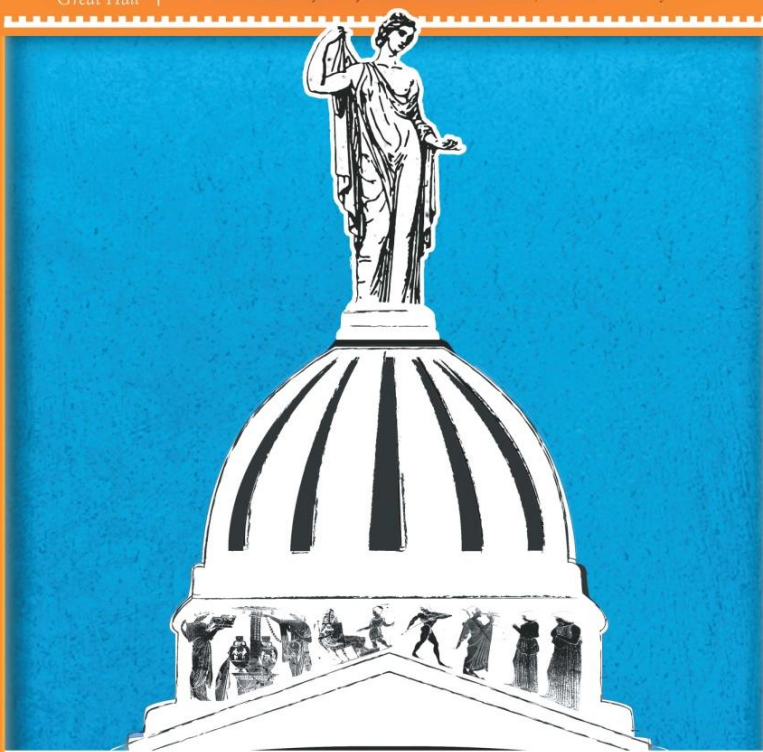
FREE AND  
OPEN TO ALL

KEYNOTE  
ADDRESS

11:00 am,  
Great Hall

*Antigone in Harlem: Ancient Greeks / Modern Lives*

**Peter Meineck**, Founder and Artistic Director, Aquila Theatre Company and  
Clinical Associate Professor of Classics and Ancient Studies, New York University



**H**  
THE CENTER FOR  
THE HUMANITIES

The seventh installment in our Great World Texts in Wisconsin program, "Antigone in Wisconsin" engages high school teachers and student from throughout the state in interdisciplinary study of Sophocles' classic play. The year-long program connects University of Wisconsin-Madison scholars with Wisconsin educators, promoting interdisciplinary study, close reading, and critical negotiation of a work as relevant today as it was to the ancient Greeks.

"Antigone in Wisconsin" is sponsored by the UW-Madison's Center for the Humanities with the support of the departments of Theatre and Drama, Classics, and Comparative Literature; Global Studies; Integrated Liberal Studies; Wisconsin Department of Public Instruction; Wisconsin Humanities Council; UW-Madison Libraries; The Evjue Foundation; and the Anonymous Fund of the College of Letters and Science.



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## Welcome!

*Antigone in Wisconsin* is the seventh installment in our Great World Texts series, and this conference marks the culmination of work for students from sixteen high schools throughout Wisconsin. Today, these students will present their work as they explore, compare and discuss the many critical and creative approaches to interpreting Sophocles' timeless play. Students will also attend a talk from a world-class expert, Peter Meineck, and participate in a theatre workshop with faculty and graduate students from UW-Madison.

## Finding your way around Memorial Union

Most conference events will take place in these Memorial Union locations:

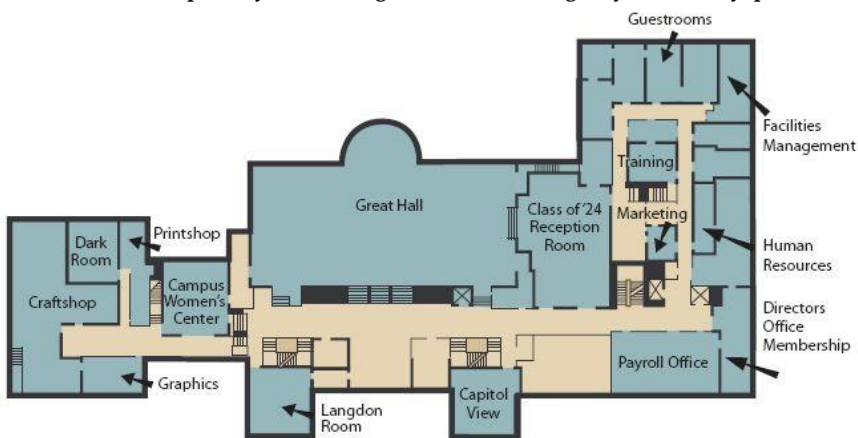
**Great Hall** (4<sup>th</sup> floor): Plenary and keynote presentations, student projects/poster session

**Class of '24 Reception Room**: Socrates Café (during poster session)

**Inn Wisconsin, Old Madison, Great Hall, Reception Room, Langdon & Capitol View** will all be used during the Theatre Workshop in the afternoon. Meet in Great Hall for your room assignments.

The **Welcome/Information Table** is located outside of the Great Hall on the fourth floor.

**Feel free to ask help of anyone wearing a "volunteer" badge if you have any questions!**



**Map of 4<sup>th</sup> floor, Memorial Union.** Note that Inn Wisconsin and Old Madison are both directly below the Payroll Office on the 2<sup>nd</sup> and 3<sup>rd</sup> floors, respectively.

## Conference Overview

8:15-8:30	Arrivals, set-up of projects (Great Hall)
8:30-9:30	Welcome and Plenary Session 1 (Great Hall)
9:40-10:50	Poster Session (Great Hall and Class of '24 Reception Room)
11:00-12:00	Keynote address: Peter Meineck (Great Hall)
12:00-12:45	Lunch (join us for cake at 12:30 outside the Great Hall!)
12:45-1:25	Plenary Session 2 (Great Hall)
1:30-2:40	Theatre Workshop session (meet in Great Hall for room assignment)
2:45	Closing and Departure (Great Hall)



## Antigone in Wisconsin: Conference Schedule Details

8:15-8:30	<b>Arrivals, set-up of projects</b>
8:30-9:30	<b>Welcome and Plenary Session 1</b>
8:45-8:50	Osseo-Fairchild High School
8:55-9:00	Ithaca School District
9:00-9:05	Necedah High School
9:05-9:10	Bangor High School
9:10-9:15	Cochrane-Fountain City Schools
9:15-9:20	Xavier High School
9:20-9:25	West Allis High School
9:25-9:30	Gale-Ettrick-Trempealeau High School
9:40-10:50	<b>Poster Session</b>
9:40-10:00	<b>Poster Session 1</b> Group 1: PRESENT your project/paper Group 2: Go to Socrates Café (Reception Room) Group 3: Go to Poster Exhibit (Great Hall)
10:05-10:25	<b>Poster Session 2</b> Group 1: Go to Socrates Café (Reception Room) Group 2: Go to Poster Exhibit (Great Hall) Group 3: PRESENT your project/paper
10:30-10:50	<b>Poster Session 3</b> Group 1: Go to Poster Exhibit (Great Hall) Group 2: PRESENT your project/paper Group 3: Go to Socrates Café (Reception Room)
11:00-12:00	<b>Keynote address: “Antigone in Harlem” by Peter Meineck</b>
12:00-12:45	<b>Lunch.</b> Please eat lunch in one of the reserved rooms or out on the Terrace. Cake will be served outside of the Great Hall at 12:30.
12:45-1:20	<b>Plenary Session 2</b>
12:45-12:50	Community High School
12:50-12:55	Edgerton High School
12:55-1:00	Janesville Academy
1:00-1:05	Milwaukee High School for the Arts
1:05-1:10	Southern Door High School
1:10-1:15	Washington High School
1:15-1:20	Professional Learning Institute
1:30-2:40	<b>Rethinking Antigone: A Forum Theatre Workshop</b> with Kristin Hunt and Mary McAvoy, Dept. of Theatre and Drama, UW-Madison
2:45	<b>Closing and Departure</b>

## Poster Session Groups:

(NOTE: See **Socrates Café** section on page 6 for the groups for paper presenters)

<b>Group 1:</b>	<b>Group 2:</b>	<b>Group 3:</b>
Bangor High School	Ithaca School District	Community High School
Cochrane-Fountain	Janesville Academy	Osseo-Fairchild HS
Edgerton High School	Milwaukee HS-Arts	Southern Door HS
Gale-Ettrick-Trempealeau HS	Necedah HS	Washington High School
	Professional Learning Institute	West Allis Central
		Xavier HS

## Plenary Presentation Descriptions (alphabetical by school)

### Bangor High School:

**Anna-Luisa Kranhold:** *Antigonena* (drama/performance of excerpts from an original play). This rewriting of *Antigone* reexamines motivations of characters in the texts and changes the play from tragedy to happy ending.

### Cochrane-Fountain City Schools:

**Chelsea Clark, Cale Lisowski, Jordan Eikamp, Dillon Geiger, Garrett Marklowitz, Bailie Neubauer, Anna Hoesley, Ross Ruehmann, and Rebecca Whyte,** *Who are these people? A deeper look at the characters in the play*

### Community High School (Milwaukee):

**Pachia Yang,** *The Antigone Turns to Twitter* (Twitter Account On-Line). I took an interactive approach to *Antigone* and created an on-line twitter account for the play. The hope was to explore the text through a social networking site, seeking to better understand the text and the role of Antigone.

### Edgerton High School:

**Cassie Chapados,** *Greek Myths and their Importance to Antigone* (poster). There are many references to Greek mythology in *Antigone*, and it is important to understand these references in order to better understand the text of *Antigone*. I explain the myths in my presentation as well as their significance in *Antigone*.

### Gale-Ettrick-Trempealeau High School (Galesville):

**RJ Tossing,** *Haemon's Monologue* (dramatic performance). A dramatic interpretation of part of Haemon's plea to Creon to spare Antigone.

### Ithaca School District:

**Alyssa Hanold and Ashley Durst,** *Antigone: The Movie* (poster). Our project reflects who we think would portray a unique version of *Antigone*.

**Atticus Sharp and Lacey Roche,** *Faces from the Oedipus Cycle* (masks). A collection of asks made by students representing characters from The Oedipus Cycle and *Antigone*. Our class talked about family and family dynamics as it appears throughout the Oedipus Cycle. Our masks reflect family connections and our interpretations of the characters based on our reading of the plays and our understanding of the conflicts that run deeply through *Antigone*.

### Janesville Academy for International Studies:

**Natasha Goeller,** *Creon as Tragic Hero* (overview of various projects). Creon should be considered the tragic hero of this play because he is the one who changes. Although both he and Antigone suffer greatly by the end, it is Creon who recognizes his tragic flaw of putting the laws of men above the laws of the gods. Creon brings destruction onto his household and his city, much as Oedipus did, by insisting on his way until it was too late.

### Milwaukee High School of the Arts:

**Deja Graves,** *A Letter to You* (spoken word poem). This poem is a reflection of what I feel Antigone felt before her death. I wanted the audience to be pulled in by my words in poem form.

**Austin Patrick, Borgne Raasch, and Emilee Kavanagh,** *Antigone: The Rap-Off* (oral presentation). A battle of wits and lyrical skills develops between Antigone and King Creon. Creon, addicted to his power, is determined to win. However, Antigone is rapping for herself and her brother! Who will emerge victorious from this legendary battle?

### Necedah High School:

**Robert Gurrath**, *To Bury or not to Bury, Opposing Views on Respect for the Dead* (presentation on group project). Is it possible for both sides to be right and both sides to be wrong about something? We look at the concept of respect for the dead and how Antigone and Creon's idea about it have some disastrous consequences.

### Osseo-Fairchild High School:

**Amanda Underwood**, *Let the Seas Rage* (original arrangement/ composition - piano and vocal performance). This song is written from Antigone's point of view, right before she is about to cover her brother, Polyneices. It represents her strength and courage to do what she believes in, even after Ismene warns her that the Chorus will side with Creon.

### Professional Learning Institute (Milwaukee):

**Deanna McDougale, Cheryl Reuter and Nicole Baxter** *Journey of Defiance* (film). *Journey of Defiance* is a modern rewrite of *Antigone* to give the audience a better understanding of this Greek play. This reenactment uses modern language as well as the themes of defiance, redemption, loyalty, and arrogance to relate to the audience.

**Amanda D'Ascenzo**, *Loyalty: How It Is Still an Important Concept Today* (survey and data analysis). A survey on what the people of today think of the different types of loyalty shows how the importance of loyalty and the way people view loyalty varies between genders and age. This relates to Antigone because you see many types of loyalty in the play like loyalty to family, the state (or country), religion, and to yourself.

**Victoria Teague and Cheyenne Preston**, *Ismene's Revenge* (short story; joint presentation on Victoria Teague's short story project). A short story about Ismene after Antigone dies, demonstrates that women can be strong, independent and can do anything that a man can do.

**David Crockett**, *Brotherly Love* (graphic novel). This project offers readers of Antigone a better understanding of the importance of proper burial. The graphic novel will be sending the people in Madison a message of numerous things, the importance of burial, and the outcome of fighting for what you desire without giving up.

**Timequeia Sheppard** (summary of other students' work)

### Southern Door High School:

**Sara Mueller, Matt Olson, Katie Bretl, and Keri Routhieaux**. *A Tale of Antigone's Sorrows* (performance). *Antigone's Sorrows* is an original song lyric which puts a twist on Sophocles' drama, *Antigone*. As a group, we collaborated to compose original lyrics focusing on Antigone and her role in ancient Greek society. We matched our lyrics to the melody of The Lonely Island's "Jack Sparrow." The lyrics model the many contrasting ideas and characters within the play. As the melody and tempo change, we describe the highs and the lows of *Antigone*.

### Washington High School (Milwaukee):

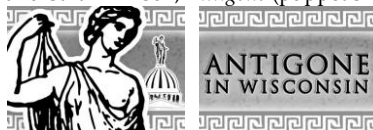
**Tracy Cooper and Stacey Cooper**, original poetry performance

### West Allis High School:

**Katherine Hibbard and Rebecca Simet**, *Ode to Woman/Male Chauvinism* (poetry).

### Xavier High School (Appleton):

**Mollie Born, Meg Klister and Sarah Ellisen**, *Antigone* (puppet show performance)



- Lang Cha**, Community High School, *Creon's Choices - A Character Analysis* (essay). I conducted a character analysis to better understand the way in which Creon functioned throughout the play. Using textual evidence, I supported my understanding of Creon and conveyed his characteristics. (Group 1)
- Chelsea Clark**, Cochrane-Fountain City Schools, *Is Creon a good ruler?* (essay) A critical essay examining the role of leadership and government (Group 1)
- Justin Cody**, *Themes in Antigone* (essay). I have written an essay exploring the themes of Antigone – specifically, themes that relate to ancient Greece, today, and ones that relate to both then and now. (Group 2)
- Casey Grittner**, Edgerton High School, *Civil Disobedience* (paper). This project compares *Antigone* and Thoreau's "Civil Disobedience." It looks at how the principles of morality vs. legality and of corruption of the government have held true through the ages. (Group 2)
- Denzel Martin**, Community High School, *Creon's Character* (essay). I evaluated the way in which Creon was depicted as a character in the play. I supported my perspective of Creon and incorporated events from the play to substantiate my point of view. (Group 1)
- Christian Martinmaki**, Bangor High School, MLA paper. Paper examines the role of the gods within the context of *Antigone* and begs the question of why the Greeks blindly accepted the fate and judgment that the gods meted out. (Group 3)
- Byron Meng** and **Megan Schwanke**, Cochrane-Fountain City Schools, *What Makes A Good Government?* (essay). An essay showing what makes a good government. (Group 2)
- Tyler Page**, Bangor High School, MLA paper, Paper examines the role of the gods in Greek culture and dissects the origins of mythology. (Group 3)
- Annē Wermedal**, Bangor High School, MLA Paper, Paper examines the role of women within the context of Greek culture and *Antigone*. (Group 3)



**Poster Session: Art and Projects on display in the Great Hall (alphabetical by school)**

**Bangor High School (Lead teachers: Ryan Strunz and Beth Ann Hendricks) GROUP 1**

**Emilie Anderson**, *Untitled* (painting on canvass). Project highlights important scenes from the text while analyzing fate and the role of women.

**Jenna Beron**, *Greek Gossip* (magazine). Magazine identifies major plot elements while highlighting characters and themes

**Kali Burkhardt**, *Odes on Antigone and Ismene* (poetry and painting). Odes highlight the roles and attitudes that Antigone and her sister display when discussing the fate or Polyneices' burial. Artistic presentation of the odes highlights the importance that the sisters play as foil to one another.

**Kailey Hilby**, *Greek foods* (culinary project). Shows the culinary traditions of the Ancient Greeks while providing insight into the class system evident in *Antigone*.

**Anna Hogan**, *Songs for Antigone* (CD Collection). This CD is a collection of songs that highlight the characters and themes present in the text using modern music.

**Anna-Luisa Kranhold**, *Antigonena* (play). This rewriting of *Antigone* reexamines motivations of characters in the texts and changes the play from tragedy to happy ending.

**Kayla Radke**, *Choose your Fate* (billboard). Drawing represents the role that fate plays in the play and characters' lives.

**Haylee Straub**, *Untitled* (charcoal drawing). Drawing represents important scenes in the text and shows the roles that different characters have in their relationships with one another.

**Leslie Thompson**, *CD*. CD examines the motivations and actions of characters.

**Chelsea Urch**, *Gaia's Gifts* (a collection of clay urns). Pottery shows the style of ancient Greek artwork while also highlighting important themes and scenes from *Antigone*.

**Kyle Wright**, *Antigone: a graphic novel* (graphic novel). Visual representation of the play that recreates the text in a more visual "comic" style. Breaks down motivations of characters within the play.

**Cochrane-Fountain City Schools (Lead teacher: Terri Karsten) GROUP 1**

**Meghan Barum and Laura Hovey**, *Two Sisters: What is a woman?* (poster). A tri-fold poster board comparing Antigone and Ismene and women in society.

**Mikaela Brown**, *Antigone's Mouse* (fiction). A children's book with Antigone telling her story to a mouse. The book will demonstrate the theme there is no true right or wrong.

**Hailee Cisewski, Zach Cowell, and Alex Zaborowski** – *The Tragedy* (film). A movie trailer showing scenes from the story.

**Austin Green**, *Tyler Przybylski, Erik Sutter –A Corrupted Government* (PowerPoint). A power point presentation showing how easily government can be changed.

**Haque, Seheli, Cynthia Lupton, and Timm Doelle**, *Take a Look in Our Eyes* (mural). A mural depicting scenes and emotions from *Antigone*

**Abbey Killian**, *The Importance of Moral Obligations*. An essay examining how Antigone is right to uphold moral obligations.

**Cale Lisowski, Jordan Eikamp, Dillon Geiger, and Garrett Marklowitz**, *Dr. Cale: Interview with the cast of Antigone* (video). A video of a talk show revealing the personalities and opinions of the major characters.

**Devon Nelson and Marc Opell**, *1800-Bury-Bro* (video). A video satirizing the play.

**Baileie Neubauer**, *Final Word* (series of paintings). Three paintings representing the role of the prophet and the gods in the play.

- Jazmin Underhill**, *A Wall Ready to Crumble* (painting). An abstract painting showing Antigone's attempt to give her brother peace with a crumbling wall, which is falling apart like the lives of the people
- Aspen Andre, Mikayla Hurlburt and Lindsey Becker** – *Antigone for Little Ones* (fiction). A children's book simplifying the story and adding illustrations to show the importance of moral obligations
- Anna Hoesley**, *Stubborn Politics* (painting). A water color painting showing the stubbornness of Creon turning his back on Antigone and the people.
- Jarred Dahl and Dakota Koenig**, *Antigone* (poster).
- Brandi Lorenz** – *Between* (painting). A painting showing how difficult Creon's choice is.
- Gage Rhyner and Jacob Severson**, *Greek Gods in Antigone* (website). A creative website showing the role of the gods in the play
- Ross Ruehmann**, *Headline: Girl Sentenced to Death for Beliefs* (newspaper). Newspaper articles tracing the story of Antigone.
- Dray Schreiber, Evan Skroch and Joey Domine** – *Antigone Highlights* (art project). A poster (or other art) showing the most important parts of the story
- Desiree Rieck**, *A Happy People equals Happy King... Sometimes* (painting). A painting showing the relationship between the ruler and the ruled.
- Savannah Sixty and Nicole Hunger**, *Antigone: Democracy* (poster). A poster showing the different views of democracy
- Amy Walski and Nicole Sobotta**, *Themes of Antigone* (poster). A poster showing various themes of Antigone.
- Rebecca Whyte**, *Diary of Antigone* (diary). A diary cataloging the days following the bloody battle
- Community High School** (Milwaukee; Lead teacher: **William Harvill**) **GROUP 3**
- Pachia Yang**, *The Antigone Turns to Twitter* (Twitter Account On-Line). I took an interactive approach to *Antigone* and created an on-line twitter account for the play. The hope was to explore the text through a social networking site, seeking to better understand the text and the role of Antigone.
- Ashley Campbell**, *Song Selections and a Retelling of the Antigone* (spoken word). I selected major events from the play and ascribed song titles to each. In this way, I conveyed my understanding of the events and made them relevant to my life. From that point, I created a retelling of the play, incorporating the song titles selected.
- Donavon Guthrie**, *Presenting Antigone through Prezi* (website presentation). I created a Prezi presentation on-line that **focuses on the plot** and major character relationships of *Antigone*. My intent was to create a visual family tree and a storyline for the play that would help visual learners better understand the text.
- Pada Her**, *Antigone's Plight* (board game). I created an interactive game to review one's knowledge of the play. My objective was to provide players with a fun and engaging way to recall the trials and tribulations of Antigone and the dilemma she faced.
- Jamie Hull**, *Antigone – The Sequel* (stage script). I wrote a script that acts as a sequel to the *Antigone* and provides a sense of closure to those readers who wanted vengeance for Creon's actions. With the introduction of a new character, loyalty, honor, and family pride are put to the test. Surprisingly, an unexpected character helps to facilitate the assassination of Creon.
- Michael Mayo**, *The Chronicles of Creon* (rap song). I created a rap song from the perspective of Creon, and in some cases, it serves as a way of lamenting over the decision made. The melody of the instrumental sets the tone for the track and helps to develop the mood.



**Christian Roeming**, A Character Critique via Video (YouTube video). I created a video recording that details the on-goings of the play, including the backstory of Eteocles and Polyneices. Toward the end, I provide my interpretation of various characters' actions in the interest of better comprehending their motivations.

**Shontel Stone**, Analyzing Antigone (essay). I wrote a character analysis essay that explains my interpretation of Antigone as a woman in Ancient Greek society. After providing arguments of who she was, I support my reading with evidence from the play.

**Edgerton High School** (Lead teacher: **Margaret Cotter**)

GROUP 1

**Shelby Weger** and **Anna Ryan**, *Greek masks* (two Greek masks). Masks were used in Greek plays to portray many emotions and different characters. These masks could have been used for multiple characters in *Antigone*.

**Rhiannon Stroede**, Theseus and the Minotaur (painting). I love Greek mythology and decided to do a representation of a popular myth, Theseus and the Minotaur. The story of Niobe made me think of my favorite myth.

**Cassi Guy**, *The Importance of Greek Theatre* (PowerPoint presentation). I did a PowerPoint on the importance of Greek theatre. I did this project because the play would not have been performed or even written, for that matter, if they didn't have a place to perform them.

**Jenna McKaig** and **Zoe Bishop**, *The Roots of Antigone* (poster). We are doing a poster on the family tree of Antigone. We wanted to do this to display the roots of Antigone and to clearly show her ancestry.

**Adam Carlson** and **Eric Hagen**, *The Sacred Burial Scene of Polyneices* (drawing). We chose this because it's what the whole play is based on, and it ends up affecting everyone's lives in the play. We chose to draw it for the simple fact that you can get a feel for how emotional and serious the situation is.

**Amber Jackson**, **Alycia Clary**, and **Ashley Jackson**, *Antigone's Family Tree* (sculpture). We chose to do a family tree to show the connections between characters. The pop can idea was made to show our creativity and the strength of their family background.

**Jessica K. Greiving**, *Visual Epilogue* (drawing). My project is a drawing of a scene including Creon standing before a statue placed at the entrance of the cave on which Antigone and Haemon died together in front of Creon. I chose to represent my project in this way because it shows my personal strengths and talents. The scene is meant to portray possible events after the playing ending, like a type of visual epilogue. Creon has his sword drawn to make the viewer wonder what he is about to do.

**Gale-Ettrick-Trempealeau High School** (Lead teacher: **Libby McCoy**)

GROUP 1

**Jenny Hembd**, *Poems of Antigone* (poetry collection). My project is a collection of poems written about the play *Antigone*. The poems summarize the main events, characters, and themes in each scene of the play.

**Kady Trim** and **Magan Knepper**, *Antigone's Round-About* (board game). We created a game board because we thought it would be an easy and fun way to learn about *Antigone* and Greek culture. It connects to the play because it tells about the good and bad events that occur in the play and relates to the theme of fate.

**Payton Lawson**, **Cassie Tollefson**, and **Faith Smith**, *Antigone Barbies* (diorama). In our diorama, we portrayed two scenes that were not directly described in the book, so we designed them how we imagined it happened. Also, we decided to include a Greek theater model because Sophocles changed Greek theater forever with the performance of this tragedy. Before this was performed, Greek theater performances had only two actors, but Sophocles used three actors in *Antigone*.

**Ben Swartling and Rachel Lavender**, *Antigone Puppet Show* (puppet show). A simplified version of Antigone presented as a small tribute to the gods. An altar and food "sacrifices" complete the tribute.

**Molly Moran**, *Antigone in the Theatre* (model). Model of an Ancient Greek theatre.

**Devon Lepsch, Isaac Lavender, and TJ Veraguth**, *Antigone by ABC's* (book). An alphabetical breakdown on the important characters, themes, and ideas in the play.

**Ryker Todd**, *Artistic Representations of the Play* (various items/mixed media). A mask, collection of poetry, and children's version of the story that take multiple approaches to looking at symbolism and themes.

**Gage Stuttgart**, *Antigone Character Poetry* (poetry collection). A poetic examination of the role of each major character in the story.

#### **Ithaca School District (Lead teacher: Linda Champagne) GROUP 2**

**McKaylah Bradley, Mackenzie Clary, Jessica Durst, Alyssa Hanold, Nate Hauser, Hanne-Mari Lie-Johansen, Brandon Lorenz, Clayton Prouty, Lacey Roche, Atticus Sharp, Emily Stafford, Dakota Wiedenfeld and Talisa Willis**, *Faces from The Oedipus Cycle* and "Antigone, The Movie" (a collection of masks, poster). Our class talked about family and family dynamics as it appears throughout the Oedipus Cycle. Our masks reflect family connections and our interpretations of the characters based on our reading of the plays and our understanding of the conflicts that run deeply through *Antigone*.

#### **Janesville Academy for International Studies (Lead teacher: Katherine Conover) GROUP 2**

**Natasha Goeller**, *Remembrance of Things Not Past* (four 11"X13" colored pencil drawings of four key scenes).

**Devon Beyel and Amanda Olson**, *Talking About Antigone*, (DVD). DVD of a talk show with guests from *Antigone* in modern dress discussing key conflicts.

**Alex Bryan and Garrett Tessier**, *The Scene that Started It All* (diorama of Eteocles and Polyneices fighting to the death).

**Journey Klingaman**, *Symbolizing Antigone* (2' X 3' painting of symbols of various key elements in the play).

**Carlos Sagrero and Angel Fajardo**, *The Tragedy of Creon* (webpage design for the play, emphasizing Creon as the tragic hero).

**Danica Reinicke**, *Snapshot of Antigone* (five 8" X 10" photos; a series of important scenes from the play).

#### **Milwaukee High School of the Arts (Lead teacher: Krista Claypool) GROUP 2**

**Dazjae Chick**, *The Love in Greed* (short story/script). *Antigone* demonstrates many themes. Instead of retelling the play, I created a story that has the same ideas and some character traits that Antigone has. For example, pride, greed, honor and fear.

**Diondria Hutson**, *Creon's Downfall* (drawing). This drawing represents how pride and lack of respect for the gods' laws ultimately resulted in Creon's downfall. The use of symbolism looks at character traits found in Creon.

**Martavious Brown**, *Antigone: The Graphic Novel* (graphic novel/comic book). The first segment of the story of *Antigone* is brought to life through Graphic Anime. The graphic novel analyzes the characters and their emotions. It introduces the strength of conviction someone can have when their beliefs are challenged.

**Sammy Ketcham, JuanCarlos Aguila, and Taylor Hensel**, *Production of: Antigone – A Modern Piece of Art* (poster). *Antigone* is a Greek tragedy, so as theater majors we thought of ways we can show this art form. We collaborated with a written essay, a costume design and a

set design. Each section of the project shows how we interpreted *Antigone* and how we would portray it in a modern version of the play.

**Avi Borouchoff, Max Hey, and Alec Miller**, *Antigone: A Fugitive* (film). Our project brings an entirely new vision to *Antigone* by modernizing and creating a more humorous version of the play. The goal was to attract the attention of younger audiences who aren't very familiar with Greek theater. We structured the project as if it were a modern-day action/drama film. Our group felt that blending what we were learning with what appeals to most audiences would further the modern-day interpretation of the story. By filming in Madison after the protest, we had many opportunities to shoot in front of fairly realistic backgrounds without any digital effects.

**Elizabeth Vang**, *Fend* (short story). This project tells what happened to Creon and Ismene after Antigone, Haemon and Eurydice die. It describes Creon's and Ismene's point of view five years later and how they have changed in some ways and stayed the same in others.

**Tristen Harper-King and Angelique King**, *Social Media* (poster board). Our project is about the play *Antigone*. We basically compared the Greek story we read in class to our urban media we use everyday which are: Facebook, Twitter, and Tumblr. Each site has a description of things that happened in the book and shows if the characters lived in our society today, how would they talk and write on social media.

**Amani Carter and Mikayla Wilder**, *Sorrow of Antigone* (drawings). Pictures are worth a thousand words and these pictures seem to speak for themselves. Through simplistic imagery and earthy tones & colors we hoped to convey the deepest of Antigone's emotions, while also evoking a sort of realism that could apply to anyone if someone they cared for died.

**Isaiah Howard**, *Life in Prison: A Death Sentence* (short story). I wrote about two sisters who were bickering about going to see their brother in who is in jail for life. They are faced with an ethical dilemma like Antigone.

**Nathan Thompson and Nick Thompson**, *Antigone Fan Club Video* (film). We made a fan club video that adds a twist and humor to *Antigone*. We designed it as a television show and wanted to draw the audience in with humor. We also added commercials and music segments.

**Nick Vidic and Chris Felske**, *The Interview* (radio interview). We made a radio show where we asked some of the characters their opinions about ethical issues in *Antigone*. We wrote out a script, recorded ourselves in different characters' voices and put in some edits and music.

**Amairani Zepeda**, *A Tale of Two* (drawing). I decided to use the metaphor of the embittered bird because I caught my attention and it explained Antigone's personality in many ways. I did research before I starting the drawing to match personalities and the story in my drawing.

**Ivoryona Evans, Ashley Pakaythip, and Lamar White-Jones**, *Antigone: Mission Impossible* (drawings and story/poster). Our project turns *Antigone* into a modern day teenager who wants to save her brother. We wanted to make it appealing to our generation and showcase how women deserve rights.

**Romesha Birdsong and Daija Myles**, *Thoughts of Antigone* (journal entries). Thoughts of Antigone is a series of journal entries from the personal perspective of the characters Antigone, Ismene, Creon, Haemon, and Eurydices. The thoughts in each journal are based upon our analysis of the feelings of each character.

**Emonni Peavey**, *Bridal Chamber* (drawing). I created a picture of Antigone while in her cave. The picture is her corpse in a veil with a bouquet, symbolizing her marriage to death. I also

included an explanation behind the picture illustrating the connection to the play and the historical research I did.

**Maria Farris, Oksana Cruz, Brittany Heun, and Alesha Alvalle**, *Emotions* (poem/drawing).

This project is based on Antigone's perspective throughout the story. The colors and words presented both the poem and the drawing demonstrate Antigone's bravery, her sacrifice, and the darkness deep inside her.

**Necedah High School** (Lead teacher: **Mikki Maddox**)

GROUP 2

**Savannah May, Ashley Matson, Robert Gurrath, Andrew McBain, Jessica Stephens, and Kassi Ells**, *To Bury or not to Bury, Opposing Views on Respect for the Dead* (tri-fold poster).

Is it possible for both sides to be right and both sides to be wrong about something? We look at the concept of respect for the dead and how Antigone and Creon's idea about it have some disastrous consequences.

**Osseo-Fairchild High School** (Lead teacher: **Denise Beasley**)

GROUP 3

**Sarayah Warthan and Chantel Formeister**, *A Dying Era* (sculpture/family tree). Our project shows Antigone's family tree. We incorporated the element of death in the tree by showing the tree shedding its leaves representing the family who wilts and dies. The purple base and purple yarn connecting the characters symbolizes the family's royalty.

**Kelsea Osterman**, *The Legacy of the Dying* (poetry collection). These five poems are written from Antigone's point of view. Each poem describes one or two characters who were important to Antigone; discusses how she felt about the person, and includes events from the story.

**Professional Learning Institute** (Milwaukee, Lead teacher: **Ryan Clancy**)

GROUP 2

**Jonathan Woodley, Kayla Kimble, Jeremiah Banks and Sharlet Perkins**, *Rebellious* (film).

*Rebellious*, a modern reenactment of a scene from *Antigone*, is relevant to a modern audience. Our reenactment of a scene from *Antigone*, with modern language and situations, will engage the modern day audience including youths, thus giving the audience a better understand of what's going on within the play.

**David Crockett**, *Brotherly Love* (graphic novel). *Brotherly Love*, a graphic novel of *Antigone*, offers readers of *Antigone* a better understanding of the importance of proper burial. The graphic novel will be sending the people in Madison a message of numerous things, the importance of burial, and the outcome of fighting for what you desire without giving up.

**Victoria Teague**, *Ismene's Revenge* (short story). "Ismene's Revenge," a short story about Ismene after Antigone dies, demonstrates that women can be strong, independent and can do anything that a man can do.

**Amanda, D'Ascenzo**, *Loyalty: How It Is Still an Important Concept Today* (survey and data analysis).

"Loyalty: How It Is Still an Important Concept Today," a survey on what the people of today think of the different types loyalty and there importance to them, shows how the importance of loyalty and the way people view loyalty varies between genders and age. This relates to *Antigone* because you see many types of loyalty in the play like loyalty to family, the state (or country), religion, and to yourself.

**Timequeia Sheppard**, *Relationships Fail* (graphic novel), *Relationships Fail*, a graphic novel of Sophocles' Theban myths, shows how the relationships between characters change throughout the three plays.

**Leslie Alvarez**, *Human Differences and Antigone* (paintings). The idea of human difference in *Antigone* can show modern society how historical customs tie into modern day ideas. This

idea is represented in paintings of envisioned scenes from *Antigone* and other themes such as gender, sexual orientation, and the idea of kinship.

**Southern Door High School** (Lead teacher: **Erika May**)

GROUP 3

**Sara Mueller, Matt Olson, Katie Bretl and Keri Routhieaux**, *A Tale of Antigone's Sorrows* (song). *Antigone's Sorrows* is an original song lyric which puts a twist on Sophocles' drama, *Antigone*. As a group, we collaborated to compose original lyrics focusing on Antigone and her role in ancient Greek society. We matched our lyrics to the melody of The Lonely Island's "Jack Sparrow." The lyrics model the many contrasting ideas and characters within the play. As the melody and tempo change, we describe the highs and the lows of *Antigone*.

**Devin Vandertie, Cody LaCrosse, Kearney Carpenter, Bryce Lebrun, and Ahna Kielar**, *A Gentleman's Rant* (video). Our video is a modernized interpretation of Antigone's story. We played off of modern shows such as "The Office" to do what we called *A Gentleman's Rant* where each character describes his/her feelings about either another character or a topic within the story line.

**Jana Suriano, Emily Blaha, Karissa Brunette, and Dylan Taylor**, *Antigone Fresh* (film). We created a modern movie remake of *Antigone* in order to show what we learned from the Sophocles' Ancient Greek play *Antigone*. It includes parallel characters and issues that are portrayed in the ancient play. The setting is a present-day family, where Annie (Antigone) goes against the wishes of her family, which is made up of Clifton (Creon), Eunice (Eurydice), Isabel (Ismene), and Eddie (cameo as Oedipus) by dating Leroy, an older man who is the cause of her moral dilemma. Although she feels her actions are justified, Clifton strongly disagrees and takes preventive action. Our group felt that this modern-day version would be more easily understood by teenagers in today's society and would serve to reinforce the themes present in *Antigone* because it is humorous and relatable.

**Taylor Soto, Amy Englebert, McKayla Dantoin, and Jake Englebert**, *Antigone's Quest: The Board Game* (game). Our board game is concerned with decisions and consequences, and it covers various decisions that the characters in the play had to make. Whether the decision was a bad decision or a good decision determines whether the player moves backward or moves forward. Our game helps players understand the different life choices that the characters made and their resulting consequences

**Gabby Papham, Quinn McNerney and Josie Kielar**, *Civil Disobedience Throughout History* (PowerPoint presentation). The PowerPoint presentation covers different civil disobedience acts throughout history. The background of the historical events is discussed relative to *Antigone*. The presentation helps the audience understand *Antigone* and show how history keeps repeating itself.

**Alexis Neuville, Jordan Schmelzer and Austin Funnell**, *Antigone: After Death* (drama). This short dramatic reading puts Antigone and Haemon in the Underworld where they discuss their decisions and their plan of action. We use modern language to give a glimpse into what the characters *Antigone* might have discussed after the fact.

**Anita Benzshawel, Daniel Malcore, Brandon Copet, and Jacob Englebert**, *Antigone And The Ancient Greek Woman* (PowerPoint/poster). Our PowerPoint/poster compares Antigone to the average Greek woman at the time, taking time to explore the differences between Antigone and Ismene. We also looked at potential differences in a modern approach to her actions versus the ancient view.

**University School of Milwaukee- Upper School** (Lead teachers: **Emily Tymus Ihrke** and **Drew Mullen**) **GROUP 3**

**Maria Steinert**, *Death Scene* (creative writing/antique manuscript). In the actual play *Antigone*, by Sophocles, there is not an actual death scene for Antigone and Haemon. So, in this project I wrote the death scene from a third person's perspective.

**Theresa Banghart**, *Look in the Mirror and Tell Me What You See* (collection of poems). Each of my poems is about a character in the play and inspired by one or more of their personal qualities. I examine Creon's hard demeanor, Ismene's timidity, and Antigone's bravery, as well as the haunting nature of the souls of bodies that live in unrest. The title of my collection was inspired by the idea that one should examine his or her own character to find self-knowledge, just as the characters in the play must do.

**Brittany Neihardt**, *The Last Rites* (photography). I selected scenes from *Antigone* to capture through photography. My photos focus on the events and emotion surrounding Polynices' burial.

**Lisa Marking** and **Molly Meinecke**, *Advertisement for Antigone* (advertisement). This advertisement expresses the love Antigone has for her brother and the love Haemon has for Antigone. The wedding veil around her arms expresses her sacrifice for her belief as she kills herself by hanging herself with the veil. Her hands are dirty with blood and dirt, to express all the blood that is shed in Creon's stubbornness not to listen to Antigone's thoughts.

**Jack Casey**, *Palace at Thebes* (model set). This model set is based on the text and outside research. However, it is built in the modern style.

**Chloe Konnor** and **Isabel Denning**, *Antigone Website* (interactive website). This website is a study guide for students through interactive art and online resources.

**Adan Abu-Hakme**, *Antigone's Death Mask* (art). This mask has been crafted in the tradition of family death masks treasured by ancient peoples.

**Washington High School** (Lead teacher: **Alex Branderhorst**) **GROUP 3**

**Washington students**, *Antigone Performance* (performance). We memorized a scene from *Antigone* and performed it. We had to research things about the play, practice saying it, acting it out, and designing the sets and costumes.

**West Allis Central High School** (Lead teacher: **Kathy Yates**) **GROUP 3**

**Alexander Anania** and **Sofia Helm** (children's book)

**Alexandria Craig**, **April Wildes** and **Angela Reeves**, *Antigone Rap* (music/video project)

**Erika Johnson** and **Laura Kovach** (skit)

**Xavier High School** (Lead teachers: **Kelli McGreevey**, **Maureen Milbach**, **Lynn Zetzman**) **GROUP 3**

**Bridget Harney**, **Hannah Thiry** and **Kate Parks**, *A Modern Day Antigone* (movie). The themes of *Antigone* are applied to a modern setting in this short movie.

**Chad Van Dyn Hoven** and **Alex Harp**, *The Characters of Antigone* (costumes). A creation of the characters of *Antigone* along with a description, costume designs and an explanation of the symbolism used with the costumes.

**Claire Lee**, **Yoki Wang** and **Grace Cho**, *Antigone* (doll). An important scene from *Antigone* with a clay doll display.

**Riley Chelsky**, **Jeremiah Ellis** and **Michael Semanek**, *Antigone's playlist of Nine Songs* (music project). Antigone didn't have an iPod or any sort of recorded music to listen to. An imaginary playlist will be created of the music she would've listened to. Nine songs

describing her character will be submitted. We will explain in writing how each song helps us understand her character better, using lyrics as evidence.

**Matt Bendel, Brett Van Rossum, Connor McCarthy and Carlos Tagle**, *Antigone* (poster). An overview of the story of *Antigone*.

Xavier students attending from Children's Theatre class (no presentation): **Jenny Andrysczyk, Reid Brueggeman, Jonathan Carroll, Maria DeYoung, Rob Donnelly, Megan Dumke, Courtney Gear, Paola Gonzalez, Sara Gruenke, Lucy Hong, Casey Hurley, Phil Kim, Sarah Metropulos, Olivia Mirhashemi, Haley Rathack, Catherine Sanders, Lexi Schmalz, Sam Schmalz, Andrew Schmitz, Dulce Sierra, Aaron Tweed, Kelsey Upchurch, Brian Walsh, and Andrew Yazbak**

### About Peter Meineck

Today's keynote address, "*Antigone* in Harlem: Ancient Greeks/Modern Lives," reflects on Peter Meineck's experience producing the Sophocles classic at Frederick Douglass Academy in New York.

Peter Meineck is the founder and artistic director of Aquila Theater and Clinical Associate Professor of Classics and Ancient Studies at New York University. He's also the Program Director for Ancient Greeks/Modern Lives, a national public humanities initiative that inspires people to come together to read, see and think about classical literature and how it continues to influence and invigorate American cultural life. The program brings humanities-based public programming to 100 public libraries, arts centers, theatres and museums across America.





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Special thanks to our sponsors, and to this year's faculty advisor, **Laura McClure**, professor and chair, department of Classics, and to **Kerry Lefebvre** for writing the Guide for Educators. Thanks, too, to the faculty and graduate students who presented at our teacher workshops in October and February: **Jill Rosenshield** (Special Collections Librarian, Memorial Library), **John Zumbunnen** (Political Science), **Caroline Levine** (English), **Kristin Hunt**, **Mary McAvoy** and **Shannon Skelton** (Theatre and Drama), Mary Layoun (Comparative Literature), **Jeanne Leep** (Edgewood College) and **Beth Cherne** (UW-LaCrosse).

Teaching materials and additional information for *Antigone in Wisconsin* and previous Great World Texts are available online. To learn more, visit our website or contact Heather DuBois Bourenane at (608) 890-1468 or [greatworldtexts@humanities.wisc.edu](mailto:greatworldtexts@humanities.wisc.edu).

In 2012-2013, the Great World Text program will partner with the Center for South Asia to bring *The God of Small Things* by Arundhati Roy to Wisconsin.

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