

✕ Refers to links on www.crossref-it.info

- ❖ **Lesson focus:** To explore the play's references to Ancient Greece.
- ❖ **Opening exercise:** Lead students in mind-mapping all the play's references to Ancient Greece.
 - Consider:
 - The use of masks
 - The use of the Chorus
 - Dysart's hobbies and trips
 - Dysart's dream in Act Scene Five
 - How do these references impact on the audience? Do they
 - Elevate the story?
 - Distance the audience?
 - Change our view on the character of Dysart? etc
- ❖ **Textual examination:** Re-read and make notes on the three key scenes below. Discuss how the references to Ancient Greece are used in the scenes – eg:
 - Negatively, for shock/impact
 - Anecdotally, to give insight into a character
 - Metaphorically, to give a parallel to another issue
 - Act One Scene Five (Dysart's dream)
 - ✕ [Equus: Synopses and commentaries > Act One, Scene Five](#)
 - Act One Scene Eighteen (in which Dysart speaks of Ancient Greece as his hobby)
 - ✕ [Equus: Synopses and commentaries > Act One, Scene Eighteen](#)
 - Act Two Scene Twenty Five (in which Dysart suggests disillusionment with his interest in Ancient Greece).
 - ✕ [Equus: Synopses and commentaries > Act Two, Scene Twenty Five](#)
 - Depending on the ability of the class, the scenes could be allocated to groups, and then ideas shared in 'jigsaw' groups or simply fed back to the rest of the class.
- ❖ **Discussion ideas:** Consider Dysart's relationship with Ancient Greece:
 - How do Dysart's thoughts on Ancient Greece change across the course of the play?
 - How does an audience respond to his dream in Act Scene Five? (also see the response in Act One Scene Six)
 - How do Dysart's references to Ancient Greece help define his character?
 - Why is Dysart's interest in Ancient Greece more acceptable than Alan's fascination with horses?
 - ✕ [Equus: Characterisation > The characterisation of Martin Dysart](#)
 - ✕ [Equus: Themes and significant ideas > Religion and worship > A focus for passion](#)
- ❖ **Recreative task:** Use some of the techniques / references identified in the starter activity to put an Ancient Greek 'twist' on a modern news story.
- ❖ **Critical task:** 'The character of Martin Dysart can only be understood by giving full consideration to his fascination with Ancient Greece.'
 - To what extent do you agree?
 - ✕ [Equus: Characterisation > The characterisation of Martin Dysart](#)
 - ✕ [Equus: Themes and significant ideas > religion and worship > a focus for passion](#)
- ❖ **Extension task:** Research the Chorus.
 - What role did it play in Ancient Greek theatre?
 - ✕ [Equus: Synopses and commentary](#)
 - ✕ [\(A-Z > Chorus\)](#)
 - When/how is it used in *Equus* and what does it represent?
 - What does the use of the Chorus add to *Equus*?