

## 9.2.2

## Unit Overview

### “a husband from a husband, children from a child”

Text(s)	<i>Oedipus the King</i> by Sophocles, translated by Ian Johnston
Number of Lessons in Unit	20

### Introduction

In this unit, students will continue to develop skills, practices, and routines that will be used on a regular basis in the English Language Arts classroom throughout the year: close reading, annotating text, collaborative conversation, and evidence-based writing. Students will continue to practice an approach to close reading that develops their ability to critically analyze texts for deep meaning and collect and analyze evidence for use in writing and discussion.

Students will further develop close reading skills as they examine Sophocles’s classic Greek tragedy *Oedipus the King*. The tragic downfall of Oedipus through the slow and deliberate unraveling of the mystery of King Laius’s murder raises enduring questions about the role of fate versus free will. Students will explore how the central idea of the role of fate in Oedipus’s guilt emerges, and is shaped and refined through the slow revelation of key details. As students read, discuss, and write about the text, they will also examine how Sophocles structures the order of events in the drama to create the effects of mystery and tension.

There are two formal assessments in this unit. During the Mid-Unit Assessment, students will write a multi-paragraph response that explores the relationship Sophocles establishes between prophecy and Oedipus’s actions. For the End-of-Unit Assessment, students will write a more formal evidence-based essay, exploring how Sophocles develops the conflict between Oedipus’s guilt and his innocence.

## Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based conversations about text
- Collect evidence from texts to support analysis
- Organize evidence to plan around writing
- Create connections between key details to form a claim

## Standards for This Unit

CCS Standards: Reading—Literature	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	<b>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</b>
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5	<b>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</b>
CCS Standards: Writing	
W.9-10.2. a, b, d, f	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>  <b>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics</b>

	<p>(e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
W.9-10.9.a	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>
<b>CCS Standards: Speaking &amp; Listening</b>	
SL.9-10.1.a, b, c, d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the</p>

	<p>discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<b>CCS Standards: Language</b>	
<b>L.9-10.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>L.9-10.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
L.9-10.4.a, b	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>
L.9-10.5.a, b	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>

**Note:** Bold text indicates targeted standards that will be assessed in the unit.

## Unit Assessments

<b>Ongoing Assessment</b>	
<b>Standards Assessed</b>	RL.9-10.2, RL.9-10.5, SL.9-10.1

<b>Description of Assessment</b>	Varies by lesson but may include responses to text-dependent questions focused on central idea development and authorial structural choices through discussion and informal writing prompts
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Mid-Unit Assessment	
<b>Standards Assessed</b>	RL.9-10.2; W.9-10.2.a, b, d, f; W.9-10.9.a
<b>Description of Assessment</b>	The Mid-Unit Assessment will evaluate students' understanding about the development of the central idea of the role of fate in Oedipus's guilt through the lens of Oedipus's relationship to prophecy. Using a tool to organize and scaffold their thinking, students will develop their claim, participate in an evidence-based discussion, and write a response to the following prompt: <i>What relationship does Sophocles establish between prophecy and Oedipus's actions?</i>

End-of-Unit Assessment	
<b>Standards Assessed</b>	RL.9-10.2; W.9-10.2.a, b, d, f; L.9-10.1; L.9-10.2
<b>Description of Assessment</b>	The End-of-Unit Assessment uses the same assessment structure as the Mid-Unit Assessment and will evaluate students' understanding about the development of the central idea of the role of fate in Oedipus's guilt throughout the entire drama. Using a tool to organize and scaffold their thinking, students will develop their claim, participate in an evidence-based discussion, and write a response to the following prompt: <i>How does Sophocles develop the conflict between Oedipus's guilt and his innocence?</i>

## A Note on Translations and Text

This unit relies upon the Ian Johnston translation of *Oedipus Rex*. The use of this open source document is intended to accommodate schools without access to classroom sets of the play. Some schools, however, may currently use an alternate translation of *Oedipus Rex*. You are encouraged to use the

version that works best for you and your students. If you choose to use a version other than the Johnston translation, some lessons may require alterations, including:

1. The text addressed in each lesson is identified by line numbers and quoted lines, e.g. “My children, latest generation born from Cadmus,” through “it’s better to be king in a land of men than in a desert” (lines 1–66).
  - **You would need to compare your translation to the one used in the unit to ensure the same portions of text are being read in each lesson.**
2. Some of the vocabulary identified in the unit may not appear in your translation.
  - **You would need to read through your translation to identify potential vocabulary words for the unit.**
3. The text in some text-based questions and their responses may be different. For example:

**How does Oedipus refer to himself and how is he referred to by others?**

☞ Student annotations may include:

- Oedipus refers to himself as:
  - “I, Oedipus, whose fame all men acknowledge” (lines 7–8)
  - “I would be a hard-hearted man indeed” (line 14)
- Priest refers to Oedipus as:
  - “Oedipus, ruler of my native land” (line 16)
  - “not because we think you’re equal to the gods. No.” (p. 2) “We judge you / the first of men” (lines 36–37)
- **You would need to listen for text-based responses that come from your translation of the play.**

## Masterful Reads

For support, variety, or as an alternative, teachers can use the free audio text to supplement the masterful reads in each lesson: <http://www.chatterboxtheater.org/node/1654>

## Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	<i>Oedipus the King</i> (lines 1–	In the first lesson of this unit, students will build their close

	66)	reading skills as they work carefully through the first two monologues of <i>Oedipus the King</i> . This lesson serves as the initial exposure to Sophoclean dramatic structures and the entry point to comprehension of the text. Students will expand on existing knowledge and build shared knowledge of the elements of ancient Greek tragedy and mythology.
2	<i>Oedipus the King</i> (lines 67–130)	Students will engage critically with the key details established thus far in the crime of Laius’s murder as described by Creon, and consider how these details develop the central idea of the role of fate in Oedipus’s guilt.
3	<i>Oedipus the King</i> (lines 131–177)	In this lesson students will consider Sophocles’s unique plot structure, with a focus on how Sophocles manipulates time through flashbacks and the slow revelation of key details in the crime of Laius’s murder. This exploration will focus on the effect of mystery created by the structural decision to unfold the plot of the play in a non-linear trajectory, and how the process of piecing together these fragments of evidence results in a steadily increasing tension surrounding the question of Oedipus’s guilt.
4	<i>Oedipus the King</i> (lines 182–185 and 249–355)	In this lesson students will consider how key details in the Chorus’s speech and Oedipus’s response develop their understanding of the relationship between human and divine power. This analysis continues to build foundational understandings necessary for the unit-wide engagement with how Sophocles develops the role of fate in Oedipus’s guilt. *Note that the Chorus’s intercession is excerpted for time.
5	<i>Oedipus the King</i> (lines 355–453)	Students will analyze textual details relating to both literal and figurative blindness through the figure of the blind prophet Teiresias and his conversation with Oedipus, as they shape and refine their understanding of the multifaceted relationship between human and divine knowledge. This analytical lens is integral to the unit long engagement with the central idea of the role of fate in Oedipus’s guilt. Students will continue to build speaking and listening skills.
6	<i>Oedipus the King</i> (lines	In this lesson students will make meaning of the figurative

	454–535)	language of Teiresias’s riddle, as they continue to explore how the steady revelation of key details develops the central idea of the role of fate in Oedipus’s guilt. Students will engage in a collaborative discussion with their peers in response to a prompt that asks them to explore how the details of Teiresias’s riddle further shape the central idea of the text. Students will reflectively self-assess mastery of speaking and listening skills.
7	<i>Oedipus the King</i> (lines 536–561 and 598–657)	Students will explore the effects created by Sophocles’s decisions to reveal key details that shed light on the identity of Laius’s murderer through riddles. Students will continue to consider the development of theme, as they engage with how the musings of the Chorus and Creon refine their understanding of the central idea of the role of fate in the crime of Laius’s murder.  <i>Note that the Chorus’s part is excerpted for time, and the excerpt begins in the fourth stanza.</i>
8	<i>Oedipus the King</i> (lines 658–766)	Students will explore the development of the central idea of the role of fate in Laius’s murder through an analysis of key details in the argument between Oedipus and Creon. Students will continue to develop their understanding of Oedipus’s opinion of prophecy.
9	<i>Oedipus the King</i> (lines 767–873)	In this lesson students will consider how Jocasta’s story develops the central idea of the role of fate in the crime of Laius’s murder. Analysis will focus on the influence Jocasta has over Oedipus, and her opinion of prophecy. This analysis will prepare students to consider the relationship between prophecy and Oedipus’s actions in their Mid-Unit Assessment.
10	<i>Oedipus the King</i> (lines 874–922)	Students will examine Oedipus’s reaction to Jocasta’s description of Laius’s murder, and consider his opinion of who might be responsible for this crime. Collaborative discussions scaffold students towards analyzing Oedipus’s shifting understanding of the central idea of the role of fate in the crime Laius’s murder.
11	<i>Oedipus the King</i> (lines 922–998)	Students will examine Oedipus’s account of a violent event in his past, and will then use the Mid-Unit Evidence Collection Tool



		to explore the development of central idea in preparation for their Mid-Unit Assessment in Lesson 12. Students will develop a claim for homework to the Mid-Unit Assessment prompt: What relationship does Sophocles establish between prophecy and Oedipus's actions?
12	(Mid-Unit) <i>Oedipus the King</i> (lines 1–998)	This lesson comprises the Mid-Unit Assessment in which students develop a three-point claim in response to the following question: What relationship does Sophocles establish between prophecy and Oedipus's actions?  *Note that the portion covered begins with the opening of the play to the previous lesson's reading.
13	<i>Oedipus the King</i> (lines 999–1031 and 1079–1126)	Students will consider how Sophocles orders the events of the drama to create the effects of mystery and tension, as well as consider how the news of the death of Polybus, King of Corinth, develops the central idea of the role of fate in Oedipus's guilt.  <i>Note that the Chorus is omitted for time.</i>
14	<i>Oedipus the King</i> (lines 1126–1214)	Student analysis will focus on how the Messenger's steady revelation of key details in the text develops the central idea of the role of fate in Oedipus's guilt. This process will continue to lay the groundwork for student work in the End-of-Unit Assessment.
15	<i>Oedipus the King</i> (lines 1215–1305)	Students will continue to collect evidence on how the steady revelation of key details in the text shapes their understanding of the central idea of the role of fate in Oedipus's guilt. Students will track the details of Oedipus's birth revealed in this passage on the Details of Oedipus's Birth Evidence Collection Tool.
16	<i>Oedipus the King</i> (lines 1330–1422)	Students will explore how the revelation of Oedipus's true identity develops the complex relationship between Oedipus's choices and the role of fate in the crime of Laius's murder.
17	<i>Oedipus the King</i> (lines 1423–1431 and 1462–1547)	Students will use a tool to explore and collect the key details of Oedipus's final act of self-mutilation, and consider how these details develop the central idea of the role of fate in Oedipus's guilt.

		<i>Note that the Chorus's part is excerpted for time and includes only the first stanza.</i>
18	<i>Oedipus the King</i> (lines 1548–1672)	Students will work collaboratively as they explore Oedipus's account of his tragic situation and consider how the punishment he chooses for himself develops the central idea of the role of fate in Oedipus's guilt.
19	<i>Oedipus the King</i> (lines 1673–1814) and the entire text	In the first of two lessons that comprise the End-of-Unit Assessment, students work with the Guilt and Innocence Evidence Collection Tool in preparation for developing an evidence-based claim about how the central idea of Oedipus's guilt emerges and is developed by key details.
20	Full text	In the second of two lessons that comprise the End-of-Unit Assessment, students will craft a multi-paragraph response exploring how Sophocles develops the central idea Oedipus's guilt throughout the play.

## Preparation, Materials, and Resources

### Preparation

- Read closely and annotate *Oedipus the King* by Sophocles (trans. Ian Johnston).
- Review the Text Analysis Rubric.
- Review all unit standards and post in classroom.
- Consider creating a word wall of the vocabulary provided in all lessons.

### Materials/Resources

- Chart paper
- Copies of the text *Oedipus the King*
- Self-stick notes for students
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the Text Analysis Rubric

- Copies of the Short Response Checklist and Rubric
- Copies of the Speaking and Listening Checklist and Rubric
- Audio Resource: <http://www.chatterboxtheater.org/node/1654>