

9.2.2

Lesson 11

Introduction

In this lesson, students will closely read lines 922–998 of *Oedipus the King* (from “But now, my lord” through “before I see a fate like that roll over me”). Oedipus recounts a violent encounter he had in the past. Students will use Oedipus’s Story Tool to aid in comprehension of the events that occurred in Oedipus’s past. Then students will employ the Mid-Unit Evidence Collection Tool to explore the development of central idea in preparation for their Mid-Unit Assessment in Lesson 12.

For homework students will develop a claim to the Mid-Unit Assessment prompt based on the connections they forged on their Mid-Unit Evidence Collection Tool. Students will also review and expand their notes to prepare for the assessment.

Standards

Assessed Standard(s)	
RL.9-10.2	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.
Addressed Standard(s)	
RL.9-10.5	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.
W.9-10.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]”).
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage

	when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessment

Assessment(s)
<p>The learning in this lesson will be captured through the Mid-Unit Evidence Collection Tool. Students will answer the following prompt based on the close reading (citing text evidence and analyzing key words and phrases) completed in the lesson.</p> <ul style="list-style-type: none"> Mid-Unit Evidence Collection Tool: What relationship does Sophocles establish between prophecy and Oedipus's actions?
High Performance Response(s)
<p>A High Performance Response may include the following:</p> <ul style="list-style-type: none"> See the model Mid-Unit Evidence Collection Tool.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> defile (v.) – to make unclean or impure abomination (n.) – something that causes disgust or hatred herald (n.) – an official messenger retaliated (v.) – to have gotten revenge against someone contaminate (v.) – to make something dirty depraved (adj.) – very evil abhorrent (adj.) – causing or deserving hatred exile (n.) – a person banished from their native land fugitive (n.) – a runaway
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> engendered (v.) – produced

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text <ul style="list-style-type: none"> Standards: RL.9-10.2, RL.9-10.5, W.9-10.9.a, L.9-10.1, L.9-10.2 Text: <i>Oedipus the King</i>, lines 922–998 Learning Sequence <ol style="list-style-type: none"> 1. Introduction to Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Oedipus’s Story Activity 5. Mid-Unit Evidence Collection Tool 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 10% 4. 25% 5. 45% 6. 5%

Materials

- Copies of the Oedipus’s Story Tool for each student
- Copies of the Mid-Unit Evidence Collection Tool for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
	Plain text (no symbol) indicates teacher action.
	Bold text (no symbol) indicates questions for the teacher to ask students.
	<i>Italicized text (no symbol) indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction to Lesson Agenda

5%

Begin by introducing the agenda and sharing the assessed standard for this lesson: RL.9-10.2. In this lesson students will continue to deepen their understanding of the connection between prophecy and Oedipus's actions. Students will use two tools to aid their exploration of connections and central ideas in the text.

Activity 2: Homework Accountability

10%

Instruct students to discuss in pairs and share out the central idea they identified and how they traced its development throughout the passage.

- ▶ Student pairs share the central idea they identified and how it developed throughout the passage.

Instruct students to talk in pairs about how they can apply their focus standard to their text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- ▶ Students (or student pairs) discuss and share how they applied their focus standard to their AIR text from the previous lesson's homework.

Activity 3: Masterful Reading

10%

Distribute copies of the Oedipus's Story Tool. Have students listen to a masterful reading of the text on the tool, from "But now, my lord" through "before I see a fate like that roll over me" (lines 922–998).

Students listen to masterful reading as they follow along on their Oedipus's Story Tool.

Instruct students to generate synonyms for the word *fate*. Record student generated synonyms on the board.

- Synonyms may include some or all of the following: *destiny, chance, prophecy, luck, fortune, outcome*.

Instruct students to reread lines 922–998 (from "But now, my lord, I deserve to learn" through the end of Oedipus's "before I see a fate like that roll over me") and annotate for any mention of *fate* or a synonym of *fate*.

- ▶ Students reread the passage and annotate on their Oedipus's Story Tool.
- 🗨 See the model Oedipus's Story Tool for sample student annotations.

Activity 4: Oedipus's Story Activity

25%

Read aloud the directions for the Oedipus's Story Tool: *Annotate for any mention of fate or any synonym of fate. Then work in your groups to complete the questions in the right-hand column of the tool. Record your observations to the questions and be prepared to share out with the class.*

Remind students that as they annotate, they are identifying textual evidence to be used in the lesson assessment as well as the Mid-Unit and End-of-Unit Assessments, which address the development of central ideas in the text. This focused annotation supports students' engagement with W.9-10.9.a, as they draw evidence from the text to use in their writing.

① If students need additional support, consider completing the first question in a full class discussion as a model for this activity.

- ▶ Students work in groups to complete the Oedipus's Story Tool.
- 🗨 See the model Oedipus's Story Tool for student responses.

Lead a brief discussion of student observations.

Activity 5: Mid-Unit Evidence Collection Tool

45%

Distribute copies of the Mid-Unit Evidence Collection Tool and read aloud the directions: *Read the Mid-Unit Assessment Question. Reread the excerpt of text from this lesson and collect key details that develop the relationship between the two prophecies and Oedipus's actions.*

Mid-Unit Assessment Question: What relationship does Sophocles establish between prophecy and Oedipus's actions?

Pause for students to ask clarifying questions. Remind students that as they collect key details, they are connecting their reading to their writing by identifying evidence that will support their analysis in the Mid-Unit Assessment (W.9-10.9.a).

- ▶ Students work on the Mid-Unit Evidence Collection Tool.

① Although students were introduced to a similar tool in 9.2.1, it may be helpful to model filling in the first column with students if they need additional support.

Lead a brief discussion of student “connection” observations from the tool.

- ▶ Students take notes on “connection” discussion in preparation for developing their related claim for homework.

① Students should be prepared to call upon the work they’ve done in their Mid-Unit Evidence Collection Tool to structure their written response to the Mid-Unit Assessment prompt in Lesson 12.

Activity 6: Closing

5%

Display and distribute the Mid-Unit Assessment prompt: What relationship does Sophocles establish between prophecy and Oedipus’s actions? Ask students to read the prompt and share out a paraphrasing of it.

- ▶ Students read and share out a paraphrasing of the Mid-Unit Assessment prompt.

For homework, instruct students to develop a claim on the Mid-Unit Evidence Collection Tool in preparation for the Mid-Unit Assessment. Remind students of their work with writing evidence-based claims in 9.2.1. Instruct students to practice applying standards L.9-10.1 and L.9-10.2 when they write their claims for homework.

Also for homework, ask students to review, organize, and expand their notes and annotations in preparation for the Mid-Unit Assessment.

Homework

Based on the connections forged on the Mid-Unit Evidence Collection Tool, develop a claim in response to the Mid-Unit Assessment prompt: What relationship does Sophocles establish between prophecy and Oedipus’s actions?

Also, review, organize, and expand your notes and annotations in preparation for the Mid-Unit Assessment.

Oedipus's Story Tool

Name:		Class:		Date:	
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Directions: Annotate for any mention of *fate* or any synonym of *fate*. Then work in your groups to complete the questions in the right-hand column of the tool. Record your observations to the questions and be prepared to share out with the class.

<p>My father was Polybus of Corinth, my mother Merope, a Dorian. There I was regarded as the finest man in all the city, until, as chance would have it, something really astonishing took place, though it was not worth what it caused me to do. At a dinner there a man who was quite drunk from too much wine began to shout at me, claiming I was not my father's real son. That troubled me, but for a day at least I said nothing, though it was difficult. The next day I went to ask my parents, my father and my mother. They were angry at the man who had insulted them this way, so I was reassured. But nonetheless, the accusation always troubled me— the story had become well known all over. And so I went in secret off to Delphi. I didn't tell my mother or my father. Apollo sent me back without an answer So I didn't learn what I had come to find. But when he spoke he uttered monstrous things, strange terrors and horrific miseries— it was my fate to defile my mother's bed, to bring forth to men a human family that people could not bear to look upon, to murder the father who engendered me. When I heard that, I ran away from Corinth.</p>	<ol style="list-style-type: none"> 1. How does the word <i>until</i> influence your understanding of Oedipus's status "as the finest man in all the city"? 2. What <i>astonishing</i> event took place in Corinth? What questions did this raise for Oedipus? 3. Where did Oedipus go for answers first? Where did he go next? 4. According to Apollo, what was to be Oedipus's "fate"? What action does Oedipus take in response to this "prophecy"? Why?
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From then on I thought of it just as a place
Beneath the stars. I went to other lands,
so I would never see that prophecy fulfilled,
the **abomination** of my evil fate.
In my travelling I came across that place
in which you say your king was murdered.
And now, lady, I will tell you the truth.
As I was on the move, I passed close by
a spot where three roads meet, and in that place
I met a **herald** and a horse-drawn carriage.
Inside there was a man like you described.
The guide there tried to force me off the road—
and the old man, too, got personally involved.
In my rage, I lashed out at the driver,
who was shoving me aside. The old man,
seeing me walking past him in the carriage,
kept his eye on me, and with his double whip
struck me on my head, right here on top.
Well, I **retaliated** in good measure—
I hit him a quick blow with the staff I held
and knocked him from his carriage to the road.
He lay there on his back. Then I killed them all.
...With these hands of mine,
these killer's hands, I now **contaminate**
the dead man's bed. Am I not **depraved**?
Am I not utterly **abhorrent**?
Now I must fly into **exile** and there,
a **fugitive**, never see my people,
never set foot in my native land again—
or else I must get married to my mother
and kill my father, Polybus, who raised me,
...O you gods,
you pure, blessed gods, may I not see that day!
Let me rather vanish from the sight of men,
before I see a fate like that roll over me.

5. What happened during Oedipus's travels? How might the phrase "I now contaminate the dead man's bed" help you to make meaning of these events?
Hint: Return to the Dramatis Personae and consider the relationship between Oedipus, Jocasta, and Laius.
6. What words and phrases can help you to make meaning of what it means to be a *fugitive*?
7. How does Oedipus describe himself? How does this description develop your understanding of the action he believes he must *now* take?

defile (v.) – to make unclean or impure
abomination (n.) – something that causes disgust or hatred
herald (n.) – an official messenger
retaliated (v.) – to have gotten revenge against someone

contaminate (v.) – to make something dirty
depraved (adj.) – very evil
abhorrent (adj.) – causing or deserving hatred
exile (n.) – a person banished from their native land
fugitive (n.) – a runaway

Model Oedipus's Story Tool

Name:		Class:		Date:	
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Directions: Annotate for any mention of *fate* or any synonym of *fate*. Then work in your groups to complete the questions in the right-hand column of the tool. Record your observations to the questions and be prepared to share out with the class.

<p>My father was Polybus of Corinth, my mother Merope, a Dorian. There I was regarded as the finest man in all the city, until, as chance would have it, something really astonishing took place, though it was not worth what it caused me to do. At a dinner there a man who was quite drunk from too much wine began to shout at me, claiming I was not my father's real son. The next day I went to ask my parents, my father and my mother. They were angry at the man who had insulted them this way, so I was reassured. But nonetheless, the accusation always troubled me—the story had become well known all over. And so I went in secret off to Delphi. Apollo [...] uttered monstrous things, strange terrors and horrific miseries—it was my fate to defile my mother's bed, to bring forth to men a human family that people could not bear to look upon, to murder the father who engendered me. When I heard that, I ran away from Corinth, so I would never see that prophecy fulfilled, the abomination of my evil fate. In my travelling I came across that place in which you say your king was murdered. And now, lady, I will tell you the truth. As I was on the move, I passed close by</p>	<ol style="list-style-type: none"> How does the word <i>until</i> influence your understanding of Oedipus's status "as the finest man in all the city"? The word <i>until</i> indicates that Oedipus's status in the city of Corinth will change. What <i>astonishing</i> event took place in Corinth? What questions did this raise for Oedipus? A drunk man said that Oedipus's parents were not his real parents, leaving Oedipus wondering who his real parents were. Where did Oedipus go for answers first? Where did he go next? Oedipus first asked his mother and his father about the drunk man's accusation. Then because he was still worried he went to Apollo. According to Apollo, what was to be Oedipus's "fate"? What action does Oedipus take in response to this "prophecy"? Why? According to Apollo, Oedipus's fate is to murder his father and marry his mother. Oedipus reacts by running away from Corinth, because he wanted to make sure the prophecy never came true. What happened during Oedipus's travels? How might the phrase "I now contaminate the dead man's bed" help you to make
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a spot where three roads meet, and in that place I met a **herald** and a horse-drawn carriage. Inside there was a man like you described. The guide there tried to force me off the road—and the old man, too, got personally involved. In my rage, I lashed out at the driver, who was shoving me aside. The old man, seeing me walking past him in the carriage, kept his eye on me, and with his double whip struck me on my head, right here on top. Well, I **retaliated** in good measure—I hit him a quick blow with the staff I held and knocked him from his carriage to the road. He lay there on his back. Then I killed them all. ...With these hands of mine, these killer’s hands, I now **contaminate** the dead man’s bed. Am I not **depraved**? Am I not utterly **abhorrent**? Now I must fly into **exile** and there, a **fugitive**, never see my people, never set foot in my native land again—or else I must get married to my mother and kill my father, Polybus, who raised me, ...O you gods, you pure, blessed gods, may I not see that day! Let me rather vanish from the sight of men, before I see a fate like that roll over me.

meaning of these events?

Hint: Return to the Dramatis Personae and consider the relationship between Oedipus, Jocasta, and Laius.

During Oedipus’s travels he killed an old man on the road. The connections described in the Dramatis Personae (that Jocasta was Laius’s wife, and that Oedipus and Jocasta are now married) show that Oedipus believes the old man he killed was Laius.

6. What words and phrases can help you to make meaning of what it means to be a *fugitive*?

The phrases “never see my people, never set foot in my native land again” and “vanish from the sight of men” show that the meaning of *fugitive* is someone who has run away.

7. How does Oedipus describe himself? How does this description develop your understanding of the action he believes he must *now* take?

Oedipus describes himself as “depraved” and “abhorrent” and as a source of “contaminat[ion].” Oedipus believes he “must fly into exile” and “vanish from the sight of men” because otherwise he would ruin everything around him.

defile (v.) – to make unclean or impure
abomination (n.) – something that causes disgust or hatred
herald (n.) – an official messenger
retaliated (v.) – to have gotten revenge against someone

contaminate (v.) – to make something dirty
depraved (adj.) – very evil
abhorrent (adj.) – causing or deserving hatred
exile (n.) – a person banished from their native land
fugitive (n.) – a runaway

Mid-Unit Evidence Collection Tool

Name:		Class:		Date:	
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Directions: Read the Mid-Unit Assessment Question. Reread the excerpt of text from this lesson and collect key details that develop the relationship between the two prophecies and Oedipus's actions.

Mid-Unit Assessment Question: What relationship does Sophocles establish between prophecy and Oedipus's actions?

Prophecy	Action	Action	Prophecy
			Teiresias: For the accursed polluter of this land is you (line 421). I say that you yourself are the very man you're looking for (lines 433–434)...So go on—keep insulting Creon and my prophecies, for among all living mortals no one will be destroyed more wretchedly than you (lines 514–517).
Paraphrase	Paraphrase	Paraphrase	Paraphrase
Oedipus heard a prophecy from Apollo that said he would marry his mom and kill his dad.			

Connections

Claim

Model Mid-Unit Evidence Collection Tool

Name:		Class:		Date:	
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Directions: Read the Mid-Unit Assessment Question. Reread the excerpt of text from this lesson and collect key details that develop the relationship between the two prophecies and Oedipus's actions.

Mid-Unit Assessment Question: What relationship does Sophocles establish between prophecy and Oedipus's actions?

Prophecy	Action	Action	Prophecy
Oedipus: And so I went in secret off to Delphi. Apollo [...] uttered monstrous things...it was my fate to defile my mother's bed...to murder the father who engendered me (lines 945–954).	Oedipus: When I heard that, I ran away from Corinth...so I would never see that prophecy fulfilled, the abomination of my evil fate (lines 955–959).	Oedipus: As I was on the move, I passed close by a spot where three roads meet...Inside there was a man like you described...Then I killed them all (lines 963–977).	Teiresias: For the accursed polluter of this land is you (line 421). I say that you yourself are the very man you're looking for (lines 433–434)...So go on—keep insulting Creon and my prophecies, for among all living mortals no one will be destroyed more wretchedly than you (lines 514–517).
Paraphrase	Paraphrase	Paraphrase	Paraphrase
Oedipus heard a prophecy from Apollo that said he would marry his mom and kill his dad.	When Oedipus heard the prophecy he ran away from home so that he would not hurt his parents.	While Oedipus was travelling he killed a man who looked like Laius and all of that man's companions.	Teiresias delivers the prophecy to Oedipus that he is guilty of Laius's murder.

Connections

Oedipus tried to avoid the prophecy because he did not want it to come true, but when he ran away he ended up killing a man who was probably Laius. Teiresias prophesied that Oedipus killed Laius, so it seems that Teiresias's prophecy is coming true.

Claim

Oedipus attempted to escape Apollo's prophecy, but in doing so he accidentally fulfilled Teiresias's prophecy that he would kill Laius.