

## 9.2.2

## Lesson 14

## Introduction

In this lesson, students will read lines 1126–1214 (from “[Enter OEDIPUS from the palace]” through “was not your father, no more than I am”) of *Oedipus the King*. In this excerpt Oedipus learns from the Messenger that the King of Corinth is dead and not his real father.

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.

For homework, students will use the vocabulary words from this lesson (*foretold*, *haphazardly*, *solemn*, and *proclamations*) to create an objective summary of this lesson’s passage. In addition, students will continue their Accountable Independent Reading.

## 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.9-10.4.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>
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## Assessment

Assessment(s)
<p>The learning in this lesson will be captured through a Quick Write at the end of the lesson. 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"> <li>How do the details the Messenger reveals develop a central idea of the text?</li> </ul>
High Performance Response(s)
<p>A High Performance Response may include the following:</p> <ul style="list-style-type: none"> <li>The Messenger brings two messages: that the man who Oedipus thought was his father is dead, and the revelation that Polybus was not Oedipus’s true father: “you and Polybus were not related” (line 1208). This develops the central idea of fate and prophecy because it is now once again possible that Oedipus will fulfill the prophecy. Students should point to the fact that Oedipus claimed that prophetic oracles were “worthless” because the prophecy that he would kill his father had been proven false by Polybus’s death, but that this is no longer true because they were not related. Students might suggest that because of the Messenger’s news Oedipus’s opinion of prophecy and fate may shift once again to one of fear, rather than dismissal, now that there is still a chance he could commit the terrible crimes that the prophecy relates.</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>reverence (n.) – a feeling or attitude of deep respect tinged with awe</li> <li>shrine (n.) – a holy building or shelter</li> <li>bears (v.) – holds up or supports</li> <li>shed (v.) – caused blood to flow</li> </ul>

- fugitive (n.) – a runaway
- corrupted (adj.) – tainted; infected
- groundless (adj.) – without rational basis

#### Vocabulary to teach (may include direct word work and/or questions)

- foretold (v.) – told before hand; predicted
- haphazardly (adv.) – at random
- solemn (adj.) – something sad or very serious
- proclamations (n.) – official announcements made by a person in power

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>• Standards: RL.9-10.2, RL.9-10.5, W.9-10.9.a, L.9-10.4.a, b</li> <li>• Text: <i>Oedipus the King</i>, lines 1126–1214</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction to Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Masterful Reading</li> <li>4. Lines 1126–1214 Reading and Discussion</li> <li>5. Quick Write</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 5%</li> <li>4. 60%</li> <li>5. 15%</li> <li>6. 5%</li> </ol>

## Materials

- Student copies of the Short Response Checklist and Rubric (refer to 9.2.1 Lesson 1)

## 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.
	<b>Bold text (no symbol) indicates questions for the teacher to ask students.</b>
	<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 assessed standard for this lesson: RL.9-10.2. In this lesson students collect evidence on how the steady revelation of key details in the text shapes their understanding of Oedipus's guilt or innocence in the crime of Laius's murder.

- ▶ Students look at the agenda.
- ⓘ This lesson strongly emphasizes vocabulary. Consider reminding students of their work with L.9-10.4.a and b, and if necessary, reviewing the 9.2 Common Core Learning Standards Tool, so that students may re-familiarize themselves with the expectations of these standards.

### Activity 2: Homework Accountability

10%

Instruct students to do a Turn-and-Talk in pairs about their response to Lesson 13's homework prompt: Choose a speech or event from the drama that is "ominous." Explain your selection with supporting evidence from the text.

- ▶ Students do a Turn-and-Talk in pairs.
- ☞ Student responses may include:
  - The prophecy of Teiresias is ominous because it predicts terrible events that might happen.
  - Jocasta's story is ominous because it makes Oedipus scared and makes him think something bad could be happening "I may have just set myself under a dreadful curse without my knowledge!"

- Apollo's message that Creon delivers is ominous because it predicts the downfall of Thebes if Oedipus can't solve this crime.

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

**5%**

Introduce the Quick Write assessment (How do the details the Messenger reveals develop a central idea of the text?). Explain to students that this is the lesson assessment and the focus for today's reading.

- ▶ Students read the assessment and listen.

① Display the Quick Write assessment for students to see.

Have students listen to a masterful reading of lines 1126–1214 (from “[Enter OEDIPUS from the palace]” through “was not your father, no more than I am”). Instruct students to read along in their text. Provide the following question to focus student reading:

**What important information does the Messenger give Oedipus?**

💬 Student responses should include:

- Polybus, Oedipus's father in Corinth is “no longer is alive. He's dead” (lines 1134–1135).
- Oedipus “and Polybus were not related” (line 1208).

Instruct students to annotate the text for key details provided by the Messenger. Remind students to use the codes SC to indicate evidence of structural choices and CI to indicate the development of a central idea. Remind students that as they annotate they are identifying textual evidence that may be used in the lesson assessment as well as the End-of-Unit Assessment, which address the development of central ideas in the text through specific details. This focused annotation supports students' engagement with W.9-10.9.a, as they draw evidence from the text to use in their writing.

**Activity 4: Lines 1126–1214 Reading and Discussion****60%**

Instruct students to form groups of three to read aloud lines 1126–1143 (from “[Enter OEDIPUS from the palace]” through “Yes, and from old age”). Then direct students to discuss the following questions in their groups before sharing out with the class.

- ▶ Students read aloud, each taking a role (Jocasta, Oedipus, or Messenger). Then students discuss the following questions in their groups.

**How does Jocasta define *prophecies* (line 1130)? What words in the text help you to identify her definition?**

- 💬 Students should point to the repeated presence of “these” (lines 1130 and 1131) to indicate that Jocasta is defining prophecies as “solemn proclamations from the gods” (line 1131).

**Consider the details of the prophecy that the gods have given Oedipus. What might the adjective *solemn* (line 1131) mean in light of these details?**

- 💬 Students should recall the dreadful details of the prophecy (Oedipus will marry his mother and kill his father) to determine that the adjective *solemn* (line 1131) means “something very serious or sad.”

**How can your understanding of *solemn* and the phrase *from the gods* help you to make meaning of *proclamations* in this context (line 1131)?**

- 💬 Students should identify that *proclamations* (line 1131) are official announcements made by a person in power.
- ① If students struggle to identify that proclamations are passed down from someone in power, remind them of the position of the gods in comparison to Jocasta and Oedipus.

**What does Jocasta believe these “solemn proclamations from the gods amount to” (line 1131)?**

- 💬 Student responses should indicate an understanding that Jocasta believes the prophecy “amounts to” nothing, that this news that Polybus is dead (“you must hear this man”) means the prophecy is untrue (lines 1129–1131).
- ① If students struggle to infer Jocasta’s opinion of prophecy from this passage, direct them to reread her statement from the previous day’s lesson: “Oh, you oracles of the gods, so much for you” (line 1122).

Instruct student groups to read aloud lines 1144–1160 (from “Alas! Indeed, lady, why should any man” through “I am afraid of that. And surely I should be?”). Then direct students to discuss the following questions in their groups before sharing out with the class.

**What familiar words in the word *foretold* (line 1147) can help you to determine its meaning in this context?**

- Students should identify the familiar word stem *fore* (from *before*) and *told* to determine that *foretold* means “to tell of something before it happens.”

① If students struggle to identify the stem *fore* offer them the familiar word *before* as support.

**How does the news the Messenger brings “now” compare to what was “foretold” by the prophets (lines 1147–1150)?**

- The prophets said that Oedipus would kill his father: “For they foretold that I was going to murder my own father” (lines 1147–1148), but the Messenger is telling them that Oedipus’s father is dead and Oedipus had nothing to do with it: “now he’s dead and lies beneath the earth, and I am here” (lines 1149–1150).

**What does Oedipus believe “these solemn proclamations from the gods amount to” (lines 1131–1132)?**

- Students should call upon their understanding of the ways in which current events have proved the prophecy false as well as Oedipus’s statement “as for those prophetic oracles, they’re worthless” (lines 1153–1154) along with his question “why should any man pay due reverence to Apollo’s shrine” (lines 1144–1145) to indicate that Oedipus also no longer believes in the truthfulness or usefulness of prophecy.

Instruct student groups to read aloud lines 1161–1168 (from “Why should a man whose life seems ruled by chance” through “who ignores all this bears life more easily”). Then direct students to discuss the following questions in their groups before sharing out with the class:

**To what “fear” is Jocasta responding (line 1162)?**

- Students should identify Oedipus’s statement “But my mother’s bed—I am afraid of that” (lines 1159–1160) as well as Jocasta’s statement “do not worry you will wed your mother” (line 1165) to determine that Jocasta is responding to Oedipus’s fear about the second half of the prophecy (that he will marry his mother) coming true.

**What words and phrases in Jocasta’s speech can help you to make meaning of *haphazardly* in this context (line 1164)?**

- Students should identify the phrases “life seems ruled by chance,” “no certain vision,” “someone who ignores all this” to determine that *haphazardly* means something with no plan, order or direction.

**Why does Jocasta think a life lived *haphazardly* is best for Oedipus?**

- Jocasta thinks a life lived in the present with no worry for the future is best (“a man who never looks ahead”) for Oedipus because he has been living in fear of the future the prophecies predict. She counsels Oedipus not to worry about what the gods are planning for him, to be “a man with no certain vision of his future,” because a life like this is easier to bear (line 1168).
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Instruct student groups to read aloud lines 1169–1202 (from “Everything you say would be commendable,” through the “if that’s the reason you’re a fugitive and won’t go home”). Then direct students to discuss the following questions in their groups before sharing out with the class:

**What reason does Oedipus give for leaving Corinth? According to Oedipus, how have “things turned out” (line 1186)?**

- Oedipus “left [his] home in Corinth” because of the prophecy that he would “marry [his] own mother and shed [his] father’s blood” (lines 1183–1184). Oedipus thinks that “things [have] turned out well” (line 1186), and everything is going to be okay.

**How does the Messenger respond to Oedipus’s relief?**

- The Messenger responds to Oedipus’s relief with the disturbing statement “it is so clear you have no idea what you are doing” (lines 1198–1199). The Messenger’s statement casts doubt on Oedipus’s reasons for leaving his homeland and staying away from his parents.

**What effect is created by Oedipus’s interruption?**

- Student responses should indicate an understanding that Oedipus’s interruption re-establishes the tension that seemed to have been resolved by the Messenger’s news of Polybus’s death.
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Instruct student groups to continue to read aloud lines 1202–1211 (from “I feared Apollo’s prophecy” through “no more, no less”). Then direct students to discuss the following questions in their groups before sharing out with the class:

- ▶ Students read aloud. Then students discuss the following questions in their groups.

**What familiar words in *groundless* can help you to determine the Messenger’s opinion of Oedipus’s “fears” (line 1206)?**

- 💬 Students should identify the familiar words *ground* and *less* to help them come to the understanding that the Messenger is saying that Oedipus’s fears have nothing to stand on, there is nothing supporting them.

① If students struggle to make this connection, define the suffix *less* as “without.”

**What key detail has the Messenger revealed to Oedipus?**

- 💬 The Messenger tells Oedipus that “you and Polybus were not related” (line 1208). Polybus is not Oedipus’s father.

## Activity 5: Quick Write

**15%**

Instruct students to respond briefly in writing to the following prompt:

**How do the details the Messenger reveals develop a central idea of the text?**

Remind students to use the Short Response Checklist and Rubric to guide their written responses.

① Display the prompt for students to see, or provide the prompt in hard copy.

- ▶ Students independently answer the prompt using evidence from the text.
- 💬 See the High Performance Response at the beginning of this lesson.

## Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to respond in writing to the following prompt: Use the vocabulary words from this lesson (*foretold*, *haphazardly*, *solemn*, and *proclamations*) to create an objective summary of the passage from this lesson.

- ▶ Students follow along.

## Homework

Use the vocabulary words from this lesson (*foretold*, *haphazardly*, *solemn*, and *proclamations*) to create an objective summary of the passage from this lesson.

Continue to read your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.