

## 9.2.2

## Lesson 15

### Introduction

In this lesson, students will read *Oedipus the King* lines 1215–1305 (from “Then why did he call me his son?” through “from seeking out the facts of my own birth”) in which the Messenger from Corinth reveals the truth of Oedipus’ birth and parentage.

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. Students will complete this lesson with a Quick Write responding to the following prompt: How does Oedipus’s choice to “let it break” develop a central idea of the text?

For homework, students will respond in writing to the final question on their Evidence Collection Tool.

### 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]”).
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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 does Oedipus’s choice to “let it break” develop a central idea in 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>Oedipus is choosing to move forward in “seeking out the facts of [his] own birth” (line 1305) even if it results in a “disastrous storm” (line 1290) like the Chorus Leader fears. This decision suggests that if things go badly like Jocasta and the Chorus Leader think they will then Oedipus is the one who pushed to make these things happen. Oedipus is continuing to search for the truth, despite the warnings of the Chorus Leader and Jocasta.</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>Cithaeron (n.) – a mountain range in southeast Greece</li> <li>fortune (n.) – fate</li> <li>peasant (n.) – a member of a class of persons who are farm laborers of low social rank</li> <li>indications (n.) – things that serve to point out as a sign or token</li> <li>lineage (n.) – the line of descendants of a particular person</li> <li>base born (adj.) – humble parentage</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>critical (adj.) – urgent or important; must happen immediately</li> </ul>

## 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</li> <li>Text: <i>Oedipus the King</i>, lines 1215–1305</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction to Lesson Agenda</li> <li>Homework Accountability</li> <li>Masterful Reading</li> <li>Lines 1215–1305 Reading and Evidence Collection Tool</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>15%</li> <li>5%</li> <li>55%</li> <li>15%</li> <li>5%</li> </ol>

## Materials

- Copies of Details of Oedipus's Birth Evidence Collection Tool for each student
- 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
<b>10%</b>	<b>Percentage indicates the percentage of lesson time each activity should take.</b>
	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 will record their thinking on an Evidence Collection Tool.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

15%

Ask students to exchange their objective summary with a classmate and compare the details each student included. Lead a brief class discussion of important details in the summaries.

- ▶ Students exchange their objective summaries with a classmate and read them, noting the details their classmate chose versus the details they themselves included.

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 does Oedipus's choice to "let it break" develop a central idea in 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 1215–1305 (from "Then why did he call me his son?" through "from seeking out the facts of my own birth"). 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 may include:

- “I was the one who saved you”
- “I found you in Cithaeron’s forest valleys”
- “Your ankles had been pierced and tied together”
- “Another shepherd gave you to me”
- The Messenger “got [Oedipus] from...one of Laius’s servants”

#### Activity 4: Lines 1215–1305 Reading and Evidence Collection Tool

55%

Instruct students to write CI in the margin throughout their reading in this lesson to indicate where they see a central idea continuing to develop. Remind students that as they annotate for central idea, they are beginning to identify 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. This focused annotation supports students’ engagement with W.9-10.9.a, as they draw evidence from the text to use in their writing.

Instruct students to read aloud in pairs lines 1215–1259 (from “Then why did he call me his son?” through “Jocasta could tell more than anyone”). Then direct pairs to discuss the following questions before sharing out with the class.

- ▶ Students read aloud in pairs, each taking a role. Then pairs discuss the following questions:

**How does the Messenger describe Oedipus? How does this develop your understanding of the relationship between Polybus and Oedipus?**

- 🗨 The Messenger describes Oedipus as a “gift” that he “gave” to Polybus. This further develops the understanding that Oedipus is not Polybus’s real son; he was adopted.

**What evidence on Oedipus’s body supports the Messenger’s story?**

- 🗨 The “scar” that Oedipus has had “since [he] was a child” supports the Messenger’s story that he found the baby Oedipus with his “ankles...pierced and tied together” (line 1232).

**What is the relationship between Laius’s shepherd, the Messenger, and Polybus?**

- 🗨 “One of Laius’ servants” (line 1246), the shepherd, “gave” (line 1243) the baby Oedipus to the Messenger, who in turn “gave” (line 1217) the baby Oedipus to Polybus as a “gift” (line 1216).

Distribute the Details of Oedipus's Birth Evidence Collection Tool and read aloud the instructions: *Track the details the Messenger reveals about Oedipus's birth, then consider Jocasta's account of the birth of her son in the fourth column of the tool. Draw connections between these details, then respond briefly in writing to the prompt below.*

Instruct students to fill out the details of Oedipus's birth that have just been revealed by the Messenger.

- ① Students were introduced to a similar tool in 9.2.1 and in preparation for their Mid-Unit Assessment in 9.2.2 Lesson 11. This tool is a slightly modified version, so if students need additional support, it may be helpful to model filling in a row as a class (see the model Detail of Oedipus's Birth Evidence Collection Tool).

Instruct student pairs to reread lines 1252–1256 (from “[turning to the Chorus] Do any of you here now know the man,” through “to find out what this means”) and discuss the following questions.

**What effect is created by Oedipus's assertion “It's critical, time at last to find out what this means” (lines 1255–1256)?**

- 💬 The effect is that all of the tension that has been building up to this point is coming to a climax: Oedipus is about to get the answers he's been looking for.

- ① **Differentiation Consideration:** If students struggle to answer this question, ask:

**How does Oedipus's demand “answer me” help you to make meaning of the word critical in this context (line 1255)?**

- 💬 Students' responses should indicate an understanding that the urgent demand of “answer me” can help them to make meaning of critical as “something important that needs to happen immediately.”

Have students listen to a masterful reading of lines 1260–1288 (from Oedipus's “Lady, do you know the man we sent for—” through Jocasta's “And now I'll never speak again”).

- ▶ Students follow along in their text as they listen to the masterful reading.

Instruct student pairs to reread lines 1260–1288 (from “Lady, do you know the man we sent for—” through “[JOCASTA runs into the palace]”) and annotate for Jocasta's verbal and physical reactions to the details of Oedipus's birth.

- 💬 Student annotations should include:

- “Forget all that”
- “In the name of the gods, no!”
- “If you have some concern for your own life, then stop!”
- “Do not keep investigating this”
- “I will suffer”
- “Oh, you unhappy man! May you never find out who you really are!”
- “[JOCASTA runs into the palace]”

**What effect do Jocasta’s reactions create? How does this complicate the effect created by Oedipus’s response to the Messenger’s story?**

- ▶ Student responses should indicate an understanding that Jocasta’s reactions create an effect of foreboding—she’s trying to get Oedipus to stop looking for this information. As Jocasta’s warnings repeat and get more and more strongly worded it seems as though the facts Oedipus is looking for will only bring pain and sadness.

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Instruct student pairs to reread lines 1289–1305 (from “Why has the queen rushed off, Oedipus” through “from seeking out the facts of my own birth”).

- ▶ Students read aloud in pairs, each taking a role. Then pairs discuss the following questions:

**What image does the Chorus Leader construct to describe his fears? How does this image build the effect created by Jocasta’s pleas?**

- ☞ The Chorus Leader describes a terrible “storm” that is about to “break.” This builds the effect of foreboding and fear that was created by Jocasta’s requests and response to the information brought by the Messenger.

## Activity 5: Quick Write

15%

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

How does Oedipus’s choice to “let it break” develop a central idea in 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, students will call upon the details and connections they established in class in order to respond in writing to the final question on their Details of Oedipus's Birth Evidence Collection Tool: Why might Jocasta exclaim, "Oh, you unhappy man! May you never find out who you really are!" (lines 1282–1283) when the details of Oedipus's birth are revealed?

- ▶ Students follow along.

## Homework

Review your Details of Oedipus's Birth Evidence Collection Tool, and write a response to the final question on the tool: Why might Jocasta exclaim "Oh, you unhappy man! May you never find out who you really are!" (lines 1282–1283) when the details of Oedipus's birth are revealed?



## Details of Oedipus's Birth Evidence Collection Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Instructions:** Track the details the Messenger reveals about Oedipus's birth, then consider Jocasta's account of the birth of her son in the fourth column of the tool. Draw connections between these details, then respond briefly in writing to the prompt below.

Detail	Detail	Detail	Detail
<p>OEDIPUS: Then why did he call me his son?</p> <p>MESSENGER: ...he received you many years ago as a gift. I gave you to him.... I found you in Cithaeron's forest valleys (lines 1215–1222).</p>			
Paraphrase	Paraphrase	Paraphrase	Paraphrase

## Connection

**Why might Jocasta exclaim “Oh, you unhappy man! May you never find out who you really are!” (lines 1282–1283) when the details of Oedipus’s birth are revealed?**

## Model Details of Oedipus's Birth Evidence Collection Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Instructions:** Track the details the Messenger reveals about Oedipus's birth, then consider Jocasta's account of the birth of her son in the fourth column of the tool. Draw connections between these details, then respond briefly in writing to the prompt below.

Detail	Detail	Detail	Detail
<p>OEDIPUS: Then why did he call me his son?</p> <p>MESSENGER: ...he received you many years ago as a gift. I gave you to him. I found you in Cithaeron's forest valleys (lines 1215–1222).</p>	<p>MESSENGER: Your ankles had been pierced and tied together (line 1232).</p>	<p>OEDIPUS: It wasn't you who stumbled on me?</p> <p>MESSENGER: No, it wasn't me. Another shepherd gave you to me. Well, I think he was one of Laius's servants—he was one of the king's shepherds (lines 1241–1249).</p>	<p>JOCASTA: Besides, before our child was three days old, Laius fused his ankles tight together and ordered other men to throw him out on a mountain rock where no one ever goes (lines 862–865).</p>
Paraphrase	Paraphrase	Paraphrase	Paraphrase
<p>Polybus is not Oedipus's true father; he was adopted by Polybus after being found in the forest.</p>	<p>As a baby Oedipus's ankles were tied together.</p>	<p>One of Laius's shepherds was the man who saved baby Oedipus in the forest.</p>	<p>After Jocasta and Laius's son was born Laius tied the baby's ankles together and had him left out on a deserted mountain top.</p>

### Connection

Both baby Oedipus and the baby born to Jocasta and Laius had their ankles tied together and were left in the wilderness.

**Why might Jocasta exclaim “Oh, you unhappy man! May you never find out who you really are!” (lines 1282–1283) when the details of Oedipus’s birth are revealed?**

Given the fact that both babies were left in very similar circumstances (abandoned in the wild, ankles tied together) Jocasta may believe Oedipus is her own son and that the terrible prophecy that she will marry her own son has come true.