

## 9.2.2

## Lesson 19

### Introduction

This lesson is the first of two lessons that comprise the End-of-Unit Assessment for 9.2.2. This lesson prompts students to draw upon their cumulative understanding of how the central idea of Oedipus's guilt emerges and is developed by key details over the course of the drama.

This exploration will be guided by the Guilt and Innocence Evidence Collection Tool, which prompts students to make connections between key details in order to develop an evidence-based claim about how Sophocles develops the central idea of Oedipus's guilt through the prophecies of the gods and the corresponding actions of central characters. Working first as a class, and then in small groups, students will collect and analyze textual details, establish connections between these details, and finally draw upon these connections to make a claim about the text. These tools will act as a framework for the final writing assignment in Lesson 20, in which students will craft a multi-paragraph response to the End-of-Unit Assessment prompt: How does Sophocles develop the conflict between Oedipus's guilt and his innocence?

First, students will review and share homework and then finish the play, following along with annotation. Because of time constraints, close reading of the last part of the play, however, is not included in this lesson.

For homework students will continue to review their text and gather evidence in preparation for their End-of-Unit Assessment.

**Note:** The Guilt and Innocence Evidence Collection Tool provides students with key excerpts that will help structure their final analysis of central idea development. In Lesson 20, students will call upon the details that best support their claim and support these details with additional evidence from the text that they have collected as homework.

## 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.          |
| 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 Guilt and Innocence Evidence Collection Tool. Students will explore connections between key details in order to develop an evidence-based claim about how Sophocles develops the central idea of Oedipus's guilt.</p> <ul style="list-style-type: none"><li>Guilt and Innocence Evidence Collection Tool</li></ul> |
| High Performance Response(s)   |
| <p>A High Performance Response may include the following:</p> <ul style="list-style-type: none"><li>See model Guilt and Innocence Evidence Collection Tool</li></ul>   |

## Vocabulary

| Vocabulary to provide directly (will not include extended instruction) |
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| <ul style="list-style-type: none"><li>None.*</li></ul>                 |
| Vocabulary to teach (may include direct word work and/or questions)    |
| <ul style="list-style-type: none"><li>None.*</li></ul>                 |

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document

[http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf).

## 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, L.9-10.1, L.9-10.2</li><li>Text: <i>Oedipus the King</i>, lines 1673–1814 and the entire text</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>Guilt and Innocence Evidence Collection Tool</li><li>Full Class Discussion</li><li>Closing</li></ol> | <ol style="list-style-type: none"><li>5%</li><li>15%</li><li>20%</li><li>35%</li><li>20%</li><li>5%</li></ol> |

## Materials

- Copies of the Guilt and Innocence 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.                                  |
|                                  | <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. Students will finish the play and use the Guilt and Innocence Evidence Collection Tool to make connections between key details in order to develop an evidence-based claim about how Sophocles develops the central idea of Oedipus's guilt through the prophecies of the gods and the corresponding actions of central characters.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

15%

Instruct students to gather into groups to review answers to the Oedipus's "Sufficient Punishment" Tool. Consider the option of having students use a different color pen or pencil to add to their homework as they discuss with classmates, so it is possible to see the additional learning that came out of the group work.

Lead a brief discussion around the tool, making sure that each group understands the answers.

### Activity 3: Masterful Reading

20%

Students will listen to a masterful reading of the conclusion of the play, including lines 1673–1814 (from "Creon is coming. He is just in time" through the conclusion). Students should listen for how the relationship between Oedipus and Creon changes and what Oedipus asks of Creon. Students should be able to summarize the final outcomes of the play.

- ▶ Students listen to the conclusion, following along in their text, annotating evidence of what Oedipus asks of Creon.

At the conclusion of the reading, ask students to share how the relationship between Oedipus and Creon has changed, citing evidence from the play. Follow this with brief discussion of what Oedipus asks of Creon. If students are unclear regarding how the play concludes, lead a brief discussion to provide clarification.

- ① This activity is highly recommended, but will reduce time available to work on the Guilt and Evidence Tool during class.
- ① If using the Chatterbox audio, this begins in Act III beginning at 21:11 and ends at 28:43, approximately 7 minutes.

#### Activity 4: Guilt and Innocence Evidence Collection Tool

35%

Distribute the Guilt and Innocence Evidence Collection Tool. Organize students into pre-established heterogeneous groups of four. Model filling out the first row of the Guilt and Innocence Evidence Collection Tool. Instruct students to complete the Guilt and Innocence Tool in their groups.

Remind students that as they collect and analyze textual details, establish connections between these details, and draw upon these connections to make a claim about the text, they are demonstrating connections between their reading and writing (W.9-10.9.a).

- ▶ Students work in groups on the Guilt and Innocence Evidence Tool, discussing key details from the play and recording their discussion and analysis on the tool.

Instruct students to practice applying standards L.9-10.1 and L.9-10.2 as they make claims about the text. These standards will be assessed on the End-of-Unit Assessment.

#### Activity 5: Full Class Discussion

20%

Lead a full class discussion of student observations generated on the Guilt and Innocence Evidence Collection Tool.

- ▶ Students share out their observations from the Guilt and Innocence Evidence Collection Tool.

## Activity 6: Closing

5%

Display and distribute the homework assignment. For homework students will continue to review their text and gather evidence in preparation for their End-of-Unit Assessment. Students should be prepared to demonstrate the new evidence they gathered with annotations or notes.

Also for homework, instruct students to continue their Accountable Independent Reading through the lens of their focus standard and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

## Homework

Review your text and gather evidence in preparation for the End-of-Unit Assessment.

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.

## Guilt and Innocence Evidence Collection Tool

|              |  |               |  |              |  |
|--------------|--|---------------|--|--------------|--|
| <b>Name:</b> |  | <b>Class:</b> |  | <b>Date:</b> |  |
|--------------|--|---------------|--|--------------|--|

**How does Sophocles develop the conflict between Oedipus's guilt and his innocence?**

| Key Details: Prophecies  | Key Details: Actions   | Connections | How does this develop your understanding of Oedipus's responsibility in Laius's murder? |
|--|--|-------------|---|
| <p><b>OEDIPUS:</b> what message from the god do you bring us? (line 101) ...Speak out to everyone (line 109).</p> <p><b>CREON:</b> Then let me report what I heard from the god. Lord Phoebus clearly orders us to drive away the polluting stain this land has harboured—which will not be healed if we keep nursing it (lines 112–115) ...Laius was killed. And now the god is clear: those murderers, he tells us, must be punished, whoever they may be (lines 124–126).</p> | <p><b>OEDIPUS:</b> But now I possess the ruling power which Laius held in earlier days. I have his bed and wife lines 301–303) ...So now I will fight on his behalf, as if this matter concerned my father, and I will strive to do everything I can to find him, the man who spilled his blood (lines 308–312).</p> |             |   |

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|  | <p><b>JOCASTA:</b> 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> <p><b>MESSENGER:</b> If you must know, [Polybus] received you many years ago as a gift. I gave you to him (lines 1215–1217) ...I found you in Cithaeron’s forest valleys (line 1222) ...I was the one who saved you (line 1227) ...Your ankles had been pierced and tied together. I set them free (lines 1232–1233).</p> |  |  |
|  | <p><b>OEDIPUS:</b> 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</p>   |  |  |



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|   | <p>your king was murdered (lines 955–961) ...I met a herald and a horse-drawn carriage. Inside there was a man like you described (lines 965–966) ...I killed them all (line 977).</p> <p>But now I possess the ruling power which Laius held in earlier days. I have his bed and wife— (lines 301–303).</p> |  |  |
| <p><b>TEIRESIAS:</b> He will be blind, although he now can see. He will be poor although he now is rich. He will set off for a foreign country, groping the ground before him with a stick. And he will turn out to be the brother of the children in his house—their father, too, both at once, and the husband and the son of the very woman who gave birth to them. He sowed the same womb as his father and murdered him (lines 550–559).</p> |  |  |  |

| Claim |
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## Model Guilt and Innocence Evidence Collection Tool

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|--------------|--|---------------|--|--------------|--|
| <b>Name:</b> |  | <b>Class:</b> |  | <b>Date:</b> |  |
|--------------|--|---------------|--|--------------|--|

How does Sophocles develop the conflict between Oedipus's guilt and his innocence?

| Key Details: Prophecies  | Key Details: Actions  | Connections   | How does this develop your understanding of Oedipus's responsibility in Laius's murder?   |
|--|---|---|---|
| <p><b>OEDIPUS:</b> what message from the god do you bring us? (line 101) ...Speak out to everyone (line 109).</p> <p><b>CREON:</b> Then let me report what I heard from the god. Lord Phoebus clearly orders us to drive away the polluting stain this land has harboured—which will not be healed if we keep nursing it (lines 112–115) ...Laius was killed. And now the god is clear: those murderers, he tells us, must be punished, whoever they may be (lines 124–126).</p> | <p><b>OEDIPUS:</b> But now I possess the ruling power which Laius held in earlier days. I have his bed and wife (lines 301–303) ...So now I will fight on his behalf, as if this matter concerned my father, and I will strive to do everything I can to find him, the man who spilled his blood (lines 308–312).</p> | <p>Oedipus received a prophecy that the land was sick because Laius's murderer was not punished so he vowed to find the murderer.</p> | <p>Oedipus is not responsible for Laius's murder because clearly he did not know that he killed Laius—otherwise he would not vow to find the murderer.</p> <p>Oedipus is the one who sets himself on the path to discover his own part in Laius's murder—it is his choice to investigate.</p> |

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| <p>JOCASTA: King Laius once received a prophecy (line 854) ...It said Laius was fated to be killed by a child conceived by him and me (lines 857–858).</p>   | <p><b>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).</b></p> <p><b>MESSENGER: If you must know, [Polybus] received you many years ago as a gift. I gave you to him (lines 1215–1217) ...I found you in Cithaeron’s forest valleys (line 1222) ...I was the one who saved you (line 1227) ...Your ankles had been pierced and tied together. I set them free (lines 1232–1233).</b></p> | <p>Jocasta and Laius received a prophecy that their baby would kill Laius, so they abandoned their baby for dead on a mountain. This resulted in Oedipus being given to the king of Corinth because he was saved from death by the messenger.</p> | <p>Oedipus is not responsible for the murder of Laius because he was abandoned and then adopted, so he never knew who his real family was.</p>   |
| <p>OEDIPUS: [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</p> | <p><b>OEDIPUS: 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</b></p>   | <p>Oedipus heard a prophecy that he would kill his father and marry his mother so he ran away from Corinth and along the way he killed Laius, even though he didn’t know it was Laius.</p>  | <p>Oedipus was trying to avoid fulfilling a terrible prophecy but ended up accidentally fulfilling it anyway. He was not responsible because he did not know Laius was his father and he was trying to avoid killing the person who he thought was his father in</p> |

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| murder the father who engendered me (lines 949–954).  | <p><b>your king was murdered (lines 955–966) ...I met a herald and a horse-drawn carriage. Inside there was a man like you described (lines 965–966) ...I killed them all (line 977).</b></p> <p><b>But now I possess the ruling power which Laius held in earlier days. I have his bed and wife— (lines 301–303).</b></p>   |  | <p>Corinth.</p> <p>Oedipus made the choice to kill a man on the road, so he is responsible for the murder Laius. Just because he didn't know who Laius was doesn't mean that Oedipus is not guilty of the crime.</p>   |
| <p><b>TEIRESIAS: He will be blind, although he now can see. He will be poor although he now is rich. He will set off for a foreign country, groping the ground before him with a stick. And he will turn out to be the brother of the children in his house—their father, too, both at once, and the husband and the son of the very woman who gave birth to them. He sowed the same womb as his father and murdered him (lines 550–559).</b></p> | <p>OEDIPUS: Ah, so it all came true...a man who stands revealed as cursed by birth, cursed by my own family, and cursed by murder where I should not kill (lines 1418–1422).</p> <p>CHORUS LEADER: from her clothes he ripped the golden brooches she wore as ornaments, raised them high, and drove them deep into his eyeballs, crying as he did so: "You will no longer see all</p> | <p>Teiresias gave Oedipus a prophecy that named him as Laius's murderer and predicted his tragic downfall.</p> | <p>Oedipus takes on the responsibility of killing his father and fulfilling the prophecy because even though he didn't know Laius was his father he was still the one that killed him. Oedipus punishes himself because of all the terrible things he did, even if he didn't know they were so terrible when he was doing them.</p> <p>Oedipus is saying that this terrible tragedy happened because of his need to know and his insistence on continuing the investigation into</p> |

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|  | those atrocious things I suffered, the dreadful things I did! No. You have seen those you never should have looked upon, and those I wished to know you did not see. So now and for all future time be dark!" (lines 1513–1521). |  | Laius's murder. |
|--|--|--|-----------------|

### Claim

Sophocles develops the conflict between guilt and innocence by creating doubt about whether or not Oedipus made the choice to kill Laius or whether it was out of his control.