

9.2.2

Lesson 12

Introduction

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?

Students return to their work on the Mid-Unit Evidence Collection Tool begun in the previous lesson before developing a multi-point response, using textual evidence to support the claim they developed for homework.

For homework, students will continue to read their Accountable Independent Reading texts.

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.
W.9-10.2.a, b, d, f	<p>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.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (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.9-10.9.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>
Addressed Standard(s)	
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 Assessment at the end of the lesson. Students will answer the following prompt (citing text evidence and analyzing key words and phrases).</p> <ul style="list-style-type: none"> • 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> <p>Student responses should begin by asserting a claim that makes a connection between prophecy and Oedipus’s actions. For example:</p> <ul style="list-style-type: none"> • Oedipus attempted to escape Apollo’s prophecy, but in doing so he accidentally fulfilled Teiresias’s prophecy that he would kill Laius. <p>A High Performance Response should then call upon evidence from the text to illustrate how Oedipus’s actions are a response to Apollo’s prophecy. For example:</p> <ul style="list-style-type: none"> • Oedipus attempted to escape Apollo’s prophecy that “he would defile [his] mother’s bed...to

murder the father who engendered me” by running “away from Corinth” so that he could not hurt his mother or his father (lines 951–955).

Next, students should demonstrate how the consequences of this action relate to Teiresias’s prophecy that Oedipus will kill Laius. For example:

- While Oedipus was running away from home, he came across a band of travelers and “killed them all” (line 977). One of these travelers was Laius, which Oedipus now knows because the man he killed was a man who looked like Laius. In his prophecy, Teiresias predicted that Oedipus would kill Laius: “For the accursed polluter of this land is you...I say that you yourself are the very man you’re looking for” (lines 421, 433–434).

Finally, students should connect how the consequences of Oedipus’s actions in response to the prophecy about his mother and father connect to the fulfillment of Teiresias’s prophecy. For example:

- Oedipus ran away from home because he was afraid of fulfilling the prophecy that he would marry his mom and kill his dad. If Oedipus had not run away from home he never would have killed Laius as was predicted in Teiresias’s prophecy because he would not have been travelling outside of his homeland. Even though Oedipus tried to avoid one prophecy, he just wound up fulfilling another.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

- None.*

*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

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RL.9-10.2, W.9-10.2.a, b, d, f, W.9-10.9.a, L.9-10.1, L.9-10.2 • Text: <i>Oedipus the King</i>, lines 1–998 	

Learning Sequence:	
1. Introduction to Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Review Mid-Unit Evidence Collection Tool	3. 15%
4. Mid-Unit Assessment	4. 65%
5. Closing	5. 5%

Materials

- Student copies of the 9.2 Common Core Learning Standards Tool (refer to 9.2.1 Lesson 1)
- Student copies of the completed Mid-Unit Evidence Collection Tool from Lesson 11
- Student copies of the Text Analysis Rubric and Checklist (refer to 9.2.1 Lesson 8)

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 standards for this lesson: RL.9-10.2, W.9-10.2.a, b, d, f, W.9-10.9.a. In this lesson students will respond in writing to the Mid-Unit Assessment prompt: What relationship does Sophocles establish between prophecy and Oedipus's actions? Students will review the claims they made for homework, their Mid-Unit Evidence Collection Tools, and their notes and annotations to gather evidence to support their writing.

- ▶ Students look at the agenda.

In addition, remind students of their work with standard W.9-10.2 in Module 9.1 (W.9-10.2.a, f) and in 9.2.1. (W.9-10.2.b, d), and explain that these standards will be assessed on the Mid-Unit Assessment.

- ① Consider reviewing the 9.2 Common Core Learning Standards Tool, so that students may re-familiarize themselves with the expectations of these standards. Allow opportunity for students to pose any questions they may have.

Activity 2: Homework Accountability

10%

Instruct students to discuss in pairs the claim they developed for homework. Circulate to assess their claims and their work to organize and expand their notes and annotations.

- ▶ Students share in pairs the claim they developed and how they organized and expanded their notes.

Activity 3: Review Mid-Unit Evidence Collection Tool

15%

Instruct students to return to their Mid-Unit Evidence Collection Tool and discuss in pairs what additional evidence could be used to support the claim they developed for homework. Remind students that, as part of W.9-10.9.a, they will draw upon the evidence they collected in Lesson 11 and the evidence they discuss in pairs to support their analysis on the Mid-Unit Assessment.

- ▶ Student pairs review their Mid-Unit Evidence Collection Tool and discuss additional evidence that could be used to support the claim they developed for homework.
- ① If students did not complete the homework, this is a good opportunity to allow time for those students to develop a claim before moving onto the Mid-Unit Assessment.

Activity 4: Mid-Unit Assessment

65%

Explain to students that because it is a formal writing task, the Mid-Unit Assessment should include introductory and concluding statements; well-chosen, relevant, and sufficient textual evidence; and precise language and domain-specific vocabulary. Remind students to demonstrate attention to correct grammar, usage, and conventions in their writing.

Instruct students to use the text selections found on their tool and their own notes and annotations from Lessons 1–11 to write a multi-paragraph response to the following prompt:

What relationship does Sophocles establish between prophecy and Oedipus’s actions?

Remind students to use the Text Analysis 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.
- ① “Clean,” unmarked copies of students’ Mid-Unit Assessments will be used in Lesson 16. Prior to providing written feedback on students’ work, consider making copies of the Mid-Unit Assessments for use in Lesson 16.

Activity 5: Closing

5%

Display and distribute the homework assignment. 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

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.

Mid-Unit Assessment: Text-Based Response (9.2.2 Lesson 12)

Your Task: Based on your close reading of *Oedipus the King* and your work on the Mid-Unit Evidence Collection Tool, write a well-developed, multi-point claim in response to the following prompt:

What relationship does Sophocles establish between prophecy and Oedipus's actions?

Your response will be assessed using the Text Analysis Rubric.

Guidelines:

Be sure to:

- Closely read the prompt
- Organize your ideas and evidence
- Develop a claim that responds directly to all parts of the prompt
- Cite strong and thorough textual evidence to support your analysis
- Follow the conventions of standard written English

CCLS: RL.9-10.2; W.9-10.2.a, b, d, f; W.9-10.9.a

Commentary on the Task:

This task measures RL.9-10.2 because it demands that students:

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text

This task measures W.9-10.2 because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - 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.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

- 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).

This task measures W.9-10.9.a because it demands that students:

- Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grades 9–10 Reading standards* 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]”).