

9.2.2

Lesson 18

Introduction

In this lesson, students will explore the resolution of the play, reading closely lines 1548–1672 (from “An awful fate for human eyes to witness,” through “for this disease infects no one but me”). Working through a series of scaffolded questions, students will consider Oedipus’s account of his tragic situation and consider how the punishment he deems appropriate for himself develops the central idea of the role of fate in Oedipus’s guilt.

Students will work collaboratively to respond to a series of questions that guide their exploration of the culminating development of central idea, and choices Sophocles makes to end the play. The learning in this lesson will be assessed through their participation in the class and ability to contribute to the discussion around what punishment Oedipus thinks he deserves, and how that might reveal how he understands his responsibility in the crime of Laius’s murder.

For homework, students will complete the Oedipus’s “Sufficient Punishment” Tool and students will review, organize, and expand their notes and annotations in preparation for the End-of-Unit Assessment.

Standards

Assessed Standard	
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.b	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. 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>).

Assessment

Assessment(s)
<ul style="list-style-type: none"> The learning in this lesson will be captured through participation in the class activity

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> appalling (adj.) – causing dismay or horror accursed (adj.) – damned; under a curse despise (v.) – to hate shackle (n.) – a tie or binding perished (v.) – died Hades (n.) – the underworld inhabited by the souls of the dead slaughter (v.) – to kill sacred (adj.) – worthy of religious worship; holy vile (adj.) – very bad or unpleasant dungeon (n.) – a dark, underground prison
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> sprung (v.) – leaped or jumped suddenly thankless (adj.) – without thanks, or not deserving of thanks

- sufficient (adj.) – adequate, enough

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.9-10.4.b • Text: <i>Oedipus the King</i>, lines 1548–1672 	
Learning Sequence <ol style="list-style-type: none"> 1. Introduction to Lesson Agenda 2. Homework Accountability 3. Masterful Reading and Questions 4. Lines 1548–1672 Reading and Discussion 5. Introducing Oedipus’s “Sufficient Punishment” Tool 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 5% 3. 45% 4. 30% 5. 10% 6. 5%

Materials

- Copies of the Oedipus’s “Sufficient Punishment” Tool for each student
- Student copies of the Short Response Rubric and Checklist (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.
	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 assessed standard for this lesson: RL.9-10.2. Through close reading and the Oedipus’s “Sufficient Punishment” Tool, students will explore Sophocles’s structural choices and the culmination of the development of the central idea in the resolution of the play.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

5%

- ▶ Ask students to hand in their objective summaries. Review them for proper use of the vocabulary words.

Activity 3: Masterful Reading and Questions

45%

Introduce the focus for today’s reading: What punishment(s) does Oedipus propose in this passage? Why? What might this reveal about how he understands his responsibility in the crime of Laius’s murder?

Have students listen to a masterful reading of lines 1548–1672 (from “An awful fate for human eyes to witness,” through “for this disease affects no one but me”). Instruct students to read along in their text. Act III of the Chatterbox Audio begins this selection at 13:25 and concludes at 21:10.

- ▶ Students follow along, annotating for evidence of punishments Oedipus thinks he deserves and who or what he holds responsible for his situation.

i If annotating for both questions is too much for the students, consider having half of the students annotate for evidence of punishment, and half annotate for blame. Then have them pair together at the conclusion of the reading to share out responses with each other, and then check for class understanding.

Students may identify some or all of the following punishments:

Oedipus thinks that he should be:

- blinded: “If I could see, I don’t know how my eyes could look at my own father” (lines 1617–1618)
- deafened: “kill my hearing” (line 1637)

- kicked out of Thebes: “hide me somewhere outside the land of Thebes” (line 1667)
- killed: “slaughter me” (line 1668)
- thrown into the sea: “hurl me in the sea” (line 1668)

Student responses should consider why Oedipus believes these punishments are appropriate for him, and what these punishments suggest about how he understands his role in the crime of Laius’s murder.

Oedipus believes he deserves the worst punishments possible: “even if I hanged myself that would not be sufficient punishment” lines 1621–1622). This suggests that he holds himself responsible for the terrible things that he did.

Ask students to summarize what has just happened in the text. Revisit the annotations as a class, and have students add to their annotations based on class discussion.

Activity 4: Lines 1548–1672 and Discussion

30%

Instruct students to form pairs and read aloud the interchange between Oedipus and the Chorus Leader, lines 1558– 1564 (from “Aaaiii, aaaiii” through “a place they hate to look upon”). Then direct pairs to discuss the following questions before sharing out with the class.

- ▶ Students form pairs and read aloud, each taking a role (Oedipus or the Chorus Leader). Then pairs discuss the following questions.

Ask students what the definition of *sprung* is in this context.

Student should identify that *sprung* is the past tense of *spring*, the action of leaping or jumping suddenly.

- ① Consider drawing students’ attention to their application of standard L.9-10.4.b as they identify a word change to respond to this question.

Who or what is the subject of the verb *sprung*?

Students should identify *destiny* as the subject of the verb *sprung*. Oedipus sees destiny as something that’s happening to him.

What might this suggest about how Oedipus understands his “awful fate” (lines 1417 and 1548)?

Oedipus is saying that his “awful fate” came upon him suddenly; it was a terrible surprise that he had no control over.

Share answers with class.

- ① This can also be a class discussion with direct guidance from the teacher, in Question and Answer form.
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Select a pair of students who will volunteer to read aloud lines 1579–1586 (from “You have carried out such dreadful things—” through “when nothing I could see would bring me joy?”). Then lead class discussion of the following questions.

According to Oedipus, who “drove” him to blind himself?

- ☛ Students should identify that Oedipus names Apollo as the god who drove him to blind himself. “It was Apollo, friends, it was Apollo.” (lines 1581–1582)

According to Oedipus, whose “hand stabbed out his eyes”?

- ☛ Students should identify that Oedipus says that his own hand stabbed out his eyes. “But the hand which stabbed out my eyes was mine alone.” (lines 1583–1584)

Review the phrase “it was Apollo. He brought on...the awful things I suffer. But the hand which stabbed out my eyes was mine alone” (lines 1582–1584). How does this shape your understanding of who Oedipus believes is responsible for his blinding?

- ☛ Students should identify that the word *but* indicates that Oedipus does not think that Apollo is the only one responsible for his blinding. Apollo drove him to it, *but* Oedipus himself committed the act. This suggests that Oedipus finds both Apollo and himself responsible for his blindness.

Activity 5: Introducing Oedipus’s “Sufficient Punishment” Tool

10%

Distribute the Oedipus’s “Sufficient Punishment” Tool to students. Read the focusing question aloud:

What punishment(s) does Oedipus propose in this passage? Why?

Instruct students to complete the tool for homework and be ready to collaborate with groups during the next lesson. If time allows, groups can begin to work on the tool today.

For homework students will finish the Oedipus’s “Sufficient Punishment” Tool (if necessary) and review, organize, and expand their notes and annotations in preparation for the End-of-Unit Assessment.

- ▶ Students follow along.

Homework

Finish the Oedipus’s “Sufficient Punishment” Tool.

Review, organize, and expand your notes and annotations 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.

Oedipus's "Sufficient Punishment" Tool

Name:		Class:		Date:	
Focusing Question: What punishment(s) does Oedipus propose in this passage? Why?					

<p>OEDIPUS: Lead me away from Thebes—take me somewhere, a man completely lost, utterly accursed, the mortal man the gods despise the most.</p> <p>CHORUS LEADER: Unhappy in your fate and in your mind which now knows all. Would I had never known you!</p> <p>OEDIPUS: Whoever the man is who freed my feet, who released me from that cruel shackle and rescued me from death, may that man die! It was a thankless act. Had I perished then, I would not have brought such agony to myself or to my friends.</p> <p>I would not have come to kill my father, and men would not see in me the husband of the woman who gave birth to me.</p> <p>CHORUS LEADER: I do not believe what you did to yourself is for the best. Better to be dead than alive and blind.</p> <p>OEDIPUS: Don't tell me what I've done is not the best. And from now on spare me your advice.</p> <p>If I could see, I don't know how my eyes could look at my own father when I come to Hades or could see my wretched mother. Against those two I have committed acts so vile that even if I hanged myself that would not be sufficient punishment. Perhaps you think the sight of my own children</p>	<p>Highlight words or phrases that help you to make meaning of how Oedipus believes the gods feel about him.</p> <p>Underline how Oedipus feels about being rescued.</p> <p>Using the context, jot down the definition of "thankless act" beside the text.</p> <p>Circle and summarize the punishment Oedipus proposes for himself in this passage.</p> <p>Underline what the Chorus thinks would be a "better" punishment for Oedipus.</p> <p>Highlight where Oedipus defends his choice of "sufficient punishment."</p>
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<p>might give me joy? No! Look how they were born! They could never bring delight to eyes of mine. Nor could the city or its massive walls, or the sacred images of its gods.</p> <p>OEDIPUS:</p> <p>And if I could somehow block my ears and kill my hearing, I would not hold back. I'd make a dungeon of this wretched body, so I would never see or hear again.</p> <p>In the name of all the gods, act quickly— hide me somewhere outside the land of Thebes, or slaughter me, or hurl me in the sea, where you will never gaze on me again. Come, allow yourself to touch a wretched man. Listen to me, and do not be afraid— for this disease infects no one but me.</p>	<p>Circle and summarize the punishment Oedipus proposes for himself in this passage.</p> <p>Highlight the images Oedipus crafts to describe his body.</p> <p>Underline what Oedipus wants the Chorus to do "quickly." Annotate why beside it.</p> <p>Highlight the reason Oedipus provides why the Chorus should not be "afraid" to take these actions.</p> <p>Circle and summarize the punishment Oedipus proposes for himself in this passage.</p>
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<p>accursed (v.) – damned; under a curse despise (v.) – to hate wretched (adj.) – very bad or unpleasant sacred (adj.) – worthy of religious worship; holy dungeon (n.) – a dark, underground prison</p>	<p>shackle (n.) – a tie or binding perished (v.) – died vile (adj.) – very bad or unpleasant slaughter (v.) – to kill wretched (adj.) – very bad or unpleasant</p>
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Model Oedipus's "Sufficient Punishment" Tool

Name:		Class:		Date:	
Focusing Question: What punishment(s) does Oedipus propose in this passage? Why?					

<p>OEDIPUS: Lead me away from Thebes—take me somewhere, a man completely lost, utterly accursed, the mortal man the gods despise the most.</p> <p>CHORUS LEADER: Unhappy in your fate and in your mind which now knows all. Would I had never known you!</p> <p>OEDIPUS: Whoever the man is who freed my feet, who released me from that cruel shackle and rescued me from death, may that man die! <u>It was a thankless act.</u> Had I perished then, I would not have brought such agony to myself or to my friends.</p> <p>I would not have come to kill my father, and men would not see in me the husband of the woman who gave birth to me.</p> <p>CHORUS LEADER: I do not believe what you did to yourself is for the best. <u>Better to be dead</u> than alive and blind.</p> <p>OEDIPUS: Don't tell me what I've done is not the best. And from now on spare me your advice.</p> <p>If I could see, I don't know how my eyes could look at my own father when I come to Hades or could see my wretched mother. <u>Against those two I have committed acts</u></p>	<p>Highlight words or phrases that help you to make meaning of how Oedipus believes the gods feel about him.</p> <p>Underline how Oedipus feels about being rescued.</p> <p>Using the context, jot down the definition of "thankless act" beside the text.</p> <p>☛ an action that is done without joy</p> <p>Underline what the Chorus thinks would be a "better" punishment for Oedipus.</p> <p>Highlight where Oedipus defends his choice of "sufficient punishment."</p> <p>Highlight the images Oedipus crafts to describe his body.</p> <p>Underline what Oedipus</p>
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so vile that even if I hanged myself
that would not be sufficient punishment.

Perhaps you think the sight of my own children
might give me joy? No! Look how they were born!
They could never bring delight to eyes of mine.
Nor could the city or its massive walls,
or the sacred images of its gods.

OEDIPUS:

And if I could somehow block my ears
and kill my hearing, I would not hold back.

I'd make a dungeon of this wretched body
so I would never see or hear again.

In the name of all the gods, act quickly—

hide me somewhere outside the land of Thebes,
or slaughter me, or hurl me in the sea,

where you will never gaze on me again.

Come, allow yourself to touch a wretched man.

Listen to me, and do not be afraid—

for this disease infects no one but me.

wants the Chorus to do
“quickly.” Annotate why
beside it.

- Oedipus want the Chorus to get rid of himself, so that the Chorus / the citizens will never have to look at him again.

Highlight the reason Oedipus provides why the Chorus should not be “afraid” to take these actions.

Circle and summarize the punishment Oedipus proposes for himself in this passage.

- Oedipus first asks the Chorus Leader to take him out of their city. Then he explains why he has blinded himself as punishment and so he won't have to see his parents' sorrow.
- Oedipus thinks he should be blinded, deafened, and thrown out of Thebes or killed.

accursed (v.) – damned; under a curse
despise (v.) – to hate
wretched (adj.) – very bad or unpleasant

shackle (n.) – a tie or binding
perished (v.) – died
vile (adj.) – very bad or unpleasant

sacred (adj.) – worthy of religious worship; holy dungeon (n.) – a dark, underground prison	slaughter (v.) – to kill wretched (adj.) – very bad or unpleasant
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