

9.2.2

Lesson 20

Introduction

This lesson is the second in a series of two lessons that comprise the End-of-Unit Assessment for 9.2.2. In this lesson, students will craft a multi-paragraph response exploring how Sophocles develops the central idea of Oedipus's guilt throughout the play.

Students will use the textual details they collected for homework as well as the connections they established on their Guilt and Innocence Evidence Collection Tool in Lesson 19 to structure their End-of-Unit written response to the following prompt: How does Sophocles develop the conflict between Oedipus's guilt and his innocence?

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>
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 End-of-Unit Assessment. Students will answer the following prompt based on their work in this unit.</p> <ul style="list-style-type: none"> • How does Sophocles develop the conflict between Oedipus’s guilt and his innocence? Use evidence from the text to support your response.
High Performance Response(s)
<p>A High Performance Response may include the following:</p> <ul style="list-style-type: none"> • A high performance response will begin by making a claim about how Sophocles develops the central conflict between Oedipus’s guilt and innocence. For example: <ul style="list-style-type: none"> ○ Sophocles develops the conflict between guilt and innocence by creating doubt about whether Oedipus chose to murder Laius or whether this action was out of his control. • A high performance response will then support this claim with key details from the text. In this instance, a high performance response might begin by establishing how Sophocles develops the idea that Oedipus’s actions are out of his own control. Several examples below: <ul style="list-style-type: none"> ○ Sophocles begins his drama with a prophecy, a message from the gods brought by Creon (lines

112–115). According to Creon, the gods say that the people of Thebes are sick because Laius’s murderer has gone unpunished (lines 124–126). Oedipus responds to this prophecy by vowing to find Laius’s murderer. He says, “I will strive to do everything I can to find him, the man who spilled his blood” (lines 310–312). His vow to find Laius’s murderer suggests that he has no idea that he is guilty of this crime.

- As the drama continues, past prophecies continue to be revealed. These prophecies make it seem like Oedipus had no choice but to kill Laius—it was his “awful fate.” Oedipus “ran away” from Corinth in order to avoid fulfilling Apollo’s prophecy that he would kill his father and marry his mother (lines 951–955). If Oedipus had not left Corinth, he would not have “killed” a man in his “travelling” (lines 960–961). This man turned out to be Laius. In addition, if it wasn’t for a prophecy, Oedipus would have known who his parents were all along. Jocasta and Laius received a prophecy that “said Laius was fated to be killed by a child conceived by him and me” (lines 857–858), so they left him on a mountain top to die (lines 862–865). If Oedipus had not been left to die in the wilderness, he never would have been rescued by the Messenger and adopted by the King of Corinth. If Oedipus had grown up knowing that Jocasta and Laius were his parents, he never would have killed Laius. The prophecies make it seem like Oedipus is not guilty of the crime, because he had no choice but to do what he did.
- After he hears Jocasta’s story, Oedipus cries out “Oh Zeus, what have you done? What have you planned for me?” (lines 886– 887), and after all of the tragic details have been revealed Oedipus says that “Apollo...brought on these troubles” (line 1582). These details seem to imply that Oedipus believes that the gods planned or controlled these events.
- A high performance response would then introduce a key detail in the text as evidence that supports the idea that Oedipus is guilty of the crime of Laius’s murder in order to establish the idea of doubt. For example:
 - However, Oedipus did make the choice to “kill[] them all,” meaning all the men he met on the road during his travels (line 977). Even though he did not know this man was Laius, he still made the choice to kill someone and describes himself as a “depraved” and “abhorrent” killer (lines 986–987). Additionally, it seems like Oedipus thinks he is guilty of a crime because after he finds out the truth of his parentage he blinds himself as “punishment” (lines 1615–1622). As he stabs out his eyes he recalls all “the dreadful things I did!” (line 1518). He wants everyone in Thebes to see him as “his father’s killer” (line 1537) and to throw him out of the city. With these actions, Oedipus is condemning himself as guilty.
- A high performance response would conclude by considering the doubt that Sophocles creates in the drama:
 - The relationship Sophocles constructs between prophecies and Oedipus’s actions make it seem like Oedipus is not guilty of the crime of Laius’s murder. However, Oedipus also states that he

was the one who “brought such agony to myself [and] to my friends” (lines 1600-1601). Ultimately it is not clear whether Oedipus is in charge of his own actions, or whether he has no control. Through this doubt about whether or not Oedipus controls his own actions, Sophocles develops the conflict between Oedipus’s guilt and his innocence in this awful crime.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> 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, L.9-10.1, L.9-10.2, W.9-10.9.a Text: <i>Oedipus the King</i>, the entire text 	
Learning Sequence <ol style="list-style-type: none"> Introduction to Lesson Agenda Homework Accountability End-of-Unit Assessment Closing 	<ol style="list-style-type: none"> 10% 10% 75% 5%

Materials

- Student copies of the Text Analysis Rubric (refer to 9.2.1 Lesson 8)
- Copies of End-of-Unit Assessment 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.
	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

10%

Begin by reviewing the agenda and sharing the assessed standards for this lesson: RL.9-10.2, W.9-10.2.a, b, d, f, L.9-10.1, L.9-10.2. In this lesson, students will respond in writing to the End-of-Unit Assessment prompt: How does Sophocles develop the conflict between Oedipus’s guilt and his innocence? Students will craft a multi-paragraph response exploring how Sophocles develops central ideas throughout the play, using the claim they developed on the Guilt and Innocence Evidence Collection Tool in Lesson 19.

- ▶ Students look at the agenda.

Remind students of their work with standards L.9-10.1, L.9-10.2, and W.9-10.2.a, b, d, and f in the Mid-Unit Assessment. Inform students that these standards will be assessed on the End-of-Unit Assessment.

- ⓘ 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 return to their Guilt and Innocence Evidence Collection Tool and discuss in pairs what new evidence they collected for homework that could be used to support their claim. Remind

students that, as part of W.9-10.9.a, they will draw upon the evidence they collected in the previous lesson, for homework, and throughout the unit to support their analysis on the End-of-Unit Assessment.

- ▶ Student pairs discuss the new evidence they collected for homework to support claim developed in Lesson 19.

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: End-of-Unit Assessment

75%

Explain to students that because it is a formal writing task, the End-of-Unit Assessment should include introductory and concluding statements; well-chosen, relevant, and sufficient textual evidence; and precise language and domain-specific vocabulary. In addition, students should use proper grammar capitalization, punctuation, and spelling.

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

How does Sophocles develop the conflict between Oedipus's guilt and his innocence? Use evidence from the text to support your response.

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.

Activity 4: Closing

5%

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.

End-of-Unit Assessment (9.2.2 Lesson 20)

Text-Based Response

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

How does Sophocles develop the conflict between Oedipus’s guilt and his innocence? Use evidence from the text to support your response.

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, L.9-10.1; L.9-10.2

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.
 - a. 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]”).

This task measures L.9-10.1 and L.9-10.2 because it demands that students:

- Demonstrate command of the conventions of standard English grammar when writing
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing