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Greek Tragedies: Oedipus the King and Antigone (Grade 10)

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Greek Tragedies: *Oedipus the King* and *Antigone* UbD
by Heather Patillo and Amy Thomson

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards) St. John Paul II CHS English II standards, which are mostly based on NCTE standards and the English II TEKS.</p> <p>1. Students read extensively and intensively for different purposes from various genres. [NCTE 1,2] B. Analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional, and classical literature. [TEKS 2]</p> <p>2. Students read critically to evaluate texts and analyze literary elements for their contributions to meaning. [NCTE 3] B. Analyze how archetypes and motifs in drama affect the plot of plays. [TEKS 4] D. Analyze scenes and their contribution to the success of the plot as a whole, and analyze the differences in the characters' moral dilemmas. [TEKS 5]</p> <p>4. Students compare and contrast ancient (Greek and Roman) ideals of suffering and</p>	Transfer	
	<i>Students will independently use their learning to...</i>	
	<ol style="list-style-type: none"> 1. Write and share expository responses using purposeful language, clear and logical justifications, correct mechanics, and a formal style of presentation. 2. Formulate a personal meaning of justice based on their own code of ethics and outside information and assess how it relates to the greater good. 3. Use their own definition of justice to consider if and when it is necessary to question government authority, and how to go about that in a responsible way. 	
	Meaning	
	<p>Understandings <i>Students will understand that....</i></p> <ol style="list-style-type: none"> 1. Decision-making should be based on morality and a code of ethics. 2. Suffering must be purposeful in order to gain wisdom; turning suffering into misery prohibits the gaining of wisdom. 3. Questioning government authority is sometimes necessary in a developed society, but the decision to do so must be made responsibly. 4. Individuals must develop an understanding of justice and be willing to take appropriate and responsible action (or be willing to refrain from action) to correct injustices for the greater good. 5. Individuals need to balance certainty and flexibility in order to both defend their personal beliefs and compromise with others. 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. How do morality and a code of ethics factor into decision-making? 2. How do suffering, misery, and wisdom connect to one another? 3. When and why would questioning government authority be desirable? 4. How can individuals define justice? When and how should individuals take action to correct injustices? 5. How can an individual distinguish between certainty as a path to defend personal beliefs and flexibility as a way to hear other perspectives and/or compromise?

<p>virtue with Christian understanding of these ideas and identify the ways ancient thought relates to the Gospel.</p> <p>5. Students write expository, narrative, descriptive, and argumentative essays. [NCTE 4,5] B. Write an interpretive response to an expository or a literary text that extends beyond a summary and that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations, and that analyzes the aesthetic effects of an author's use of rhetorical devices. [TEKS 15]</p> <p>6. The student uses the writing process. [NCTE 5] A. Use prewriting strategies to generate ideas and develop a plan. B. Develop a draft to suit occasion, audience, and purpose C. Interpret, analyze, and evaluate ideas through writing. D. Proofread writing for appropriateness of organization, content, style, and conventions. E. Revise for publication. [TEKS 13]</p>	Acquisition	
<p>Knowledge <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. The setting, plot, characters, and themes of Sophocles' <i>Oedipus Rex</i> and <i>Antigone</i>. 2. The definitions the literary terms dramatic irony, archetype, catharsis, and scene of suffering. 3. The definition of the Three Unities: time, place, subject. 4. The motifs of blindness, fate vs. free will, justice and injustice. 5. The definition of civil disobedience. 6. The writing process (prewriting, drafting, revising). 	<p>Skills <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Read actively through teacher-led annotations and note-taking. 2. Identify and explain the importance of quotes from the text. 3. Analyze how archetypes and motifs affect the plots of <i>Oedipus Rex</i> and <i>Antigone</i>. 4. Analyze scenes and their contribution to the success of the plot as a whole, and analyze the differences in the characters' moral dilemmas. 5. Compare and contrast ancient (Greek and Roman) ideals of suffering and virtue with Christian understanding of these ideas and identify the ways ancient thought relates to the Gospel. 6. Analyze and evaluate expository texts. 7. Write expository responses. 8. Revise writing for content, style, and mechanics. 	

Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T	<ol style="list-style-type: none"> 1. Amendment (language, content) 2. Expository Writing (language, content such as clear and logical justifications) 3. Grammar, Mechanics, Punctuation, Spelling (for all written components) 4. Poster Format and Style (neat) 5. Poster Presentation (understandable, formal) 	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p><u>Amending the Law Project:</u></p> <p>Individually, you will examine the Amendments to the Constitution of the United States, and will either choose one existing amendment to modify, or create a new (28th) amendment. You will create the exact wording for your new or modified amendment, write an explanation of your reasoning and/or justification behind the new or modified law, and write an explanation of how your law will benefit the nation and its people in the future. You will present your proposal to school and community leaders as well as parents via a gallery walk, and at the close of the gallery walk, the top presentations will be recognized in a closing ceremony.</p>
M, T	<ol style="list-style-type: none"> 1. Assertion (clear and logical) 2. Justification (clear and logical, supports assertion) 3. Writing (grammar and mechanics) 	<p>Other Evidence (e.g., formative)</p> <p><u>The Patriot Act of 2001 – Just or Unjust Activity:</u> Students will discuss statements regarding justice using the Grid activity. Then, in small groups, students will discuss each section of the Patriot Act of 2001 deciding if it is Just/Good for Society; Unjust/Good for Society; Just/Bad for Society; Unjust/Bad for Society. Then, each student will write an explanation of their analysis of each section. Lastly, students will evaluate the Freedom Act of 2015 to decide if it should have been passed and how it could benefit or harm America/Americans in the future.</p>
M, T	<ol style="list-style-type: none"> 1. Multiple Choice questions, Quote identification and analysis, Short Essay question 	<p><u>PAP Oedipus the King Quiz</u></p>
M, T	<ol style="list-style-type: none"> 1. Multiple Choice questions, Quote identifications and analysis, Short Essay question 	<p><u>PAP Greek Tragedies Test</u> (cumulative for Greek tragedy information, Oedipus the King, and Antigone)</p>

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>	
M	<p><u>Pre-Reading Survey for Greek Tragedies</u> – hand this out at the end of the previous unit as homework due for Day 1.</p>	
	Learning Activities (Attached documents are <u>underlined</u> .)	Progress Monitoring (e.g., formative data)
Day 1: A, M	<p>Day 1: Have students get out and share their responses from the second page of the <u>Pre-Reading Survey for Greek Tragedies</u> with a partner, point out the essential questions for the unit at the bottom of the page, and tell them that they will be focusing on those ideas throughout the unit. Have students turn in their <u>Pre-Reading Survey for Greek Tragedies</u>. Hand out the copy of the plays (Penguin Classics translation by Robert Fagles) and the <u>Oedipus the King Study Guide</u>; let students know they will read and independently complete questions for homework due on assigned dates. Present context and background presentation for Greek tragedies and Sophocles as well as the basic plot of Oedipus Rex using <u>Notes on Greek Tragedy</u> PowerPoint as students take notes on their own paper.</p>	<p>Day 1: <u>Pre-Reading Survey for Greek Tragedies</u></p>
Day 2: A	<p>Day 2: <u>Oedipus the King Study Guide</u> questions for pages 159-187 due. Complete <u>Notes on Greek Tragedy</u> PowerPoint as students take notes on their own paper if not complete on Day 1. <i>Oedipus the King</i> Lecture (Pages 159-187): focus on Creon's decree as the basic conflict and dramatic irony.</p>	<p>Day 2: <u>Oedipus the King Study Guide</u> questions for pages 159-187</p>
Day 3: M	<p>Day 3: <u>Oedipus the King Study Guide</u> questions for pages 188-210 due. Have students get out their own sheet of paper, and tell them that today they will participate in a protocol (a structured discussion) in order to consider the motifs of blindness and fate vs. freewill in <i>Oedipus the King</i>. Have students individually choose one quote about blindness and one quote about fate or free will from the text already read, write it word for word on their paper with the line number, and explain in a short paragraph in complete sentences why they chose that quote and what their initial thoughts were on the quote. They should not discuss it with anyone yet. Once they are done, put them in groups of 3 or 4; try to divide them as uniformly as possible, and</p>	<p>Day 3: <u>Oedipus the King Study Guide</u> questions for pages 188-210, Student responses from the <u>Save the Last Word for ME</u> Protocol</p>

	<p>even sit in a group if you need one more person to make it uniform. Once in groups, hand out the <u>Save the Last Word for ME Protocol</u>. Tell students that they will need to follow the instructions on the protocol exactly, and quickly go over the protocol with them, emphasizing that they say their quote and then the other group members speak about it first they finally get the last word on it. Also tell them that their job during their round is to write a one sentence summary of the remarks from each of their other group members about their quote. The teacher then acts as the time keeper, calling out rounds for people to speak. Once the whole protocol steps 1-8 are complete (8 being optional if there is time), have students move back to their own desks and use whole class discussion to complete step 9 and debrief the protocol. Then have students answer this final question on their papers individually: How is either the motif of blindness or fate vs. free will important to <i>Oedipus the King</i>? Have individual students share out to a neighbor or the whole class if time, and have them turn in their classwork before leaving.</p>	
Day 4: A	<p>Day 4: <u>Oedipus the King Study Guide</u> questions for pages 211-234 due. Lecture (Pages 88-234): focus on plot clarification of Jocasta's story vs. Oedipus' story, dramatic tension, and dramatic epiphany/climax.</p>	<p>Day 4: <u>Oedipus the King Study Guide</u> questions for pages 211-234</p>
Day 5: A	<p>Day 5: <u>Oedipus the King Study Guide</u> questions for pages 235-251 due. Lecture (Pages 235-251): focus on scene of suffering and resolution.</p>	<p>Day 5: <u>Oedipus the King Study Guide</u> questions for pages 235-251</p>
Day 6: M, T	<p>Day 6: <u>PAP Oedipus the King Quiz</u> Hand out <u>Antigone Study Guide</u>; let students know they will read and independently complete questions for homework due on assigned dates. Hand out <u>Letter from Birmingham City Jail</u> and have students read it for homework due Day 7.</p>	<p>Day 6: <u>PAP Oedipus the King Quiz</u></p>
Day 7: A, M	<p>Day 7: Introduce the term civil disobedience. Through a class discussion, first define the word civil and then define disobedience. Discuss together <u>Letter from Birmingham City Jail</u>, noting Martin Luther King's thoughts on just and unjust laws and one's responsibility about such laws. Explain <u>SOAPS for Letter from Birmingham City Jail</u>. Using SOAPS, have students evaluate MLK's philosophy about civil disobedience, and relate it to their own beliefs about civil disobedience. This is due at the end of the period; have students turn in the assignment before leaving.</p>	<p>Day 7: <u>SOAPS for Letter from Birmingham City Jail</u></p>

<p>Day 8: A</p>	<p>Day 8: <u>Antigone Study Guide</u> questions for pages 59-77 due. Lecture (Pages 59-77): focus on background, civil disobedience, and man's law vs. gods' law.</p>	<p>Day 8: <u>Antigone Study Guide</u> questions for pages 59-77.</p>
<p>Day 9: M</p>	<p>Day 9: <u>Antigone Study Guide</u> questions for pages 78-101 due. Before class, post signs for Agree, Disagree on opposite sides of the room, and post an On the Fence sign at the back middle of the room. Have students get out their own sheet of paper, and let them know that today they will be participating in an On the Fence discussion (from <i>Speaking Volumes: How to Get Students Discussing Books—And Much More</i> by Barry Gilmore) to further explore and apply some of the essential questions for the unit. Open the <u>Antigone Discussions</u> PowerPoint to the slides for On the Fence, and have students answer the two pre-questions on their own paper and quickly discuss with a partner or as a class. Tell students to keep those terms in mind as they will be used in the discussion. Explain that you will post a prompt, and students will think about the prompt and move to the sign that best fits their opinion. Once there, students will discuss with their group, and one student for the Agree and Disagree groups will act as a spokesperson to share the group's various reasoning behind their opinion (you can have students elect a speaker, take volunteers, or assign a speaker; as a good rule, students should only be allowed to be the speaker once, and you should aim to have as many different students act as the speaker as possible). Students in the On the Fence group may not speak. Once the Agree and Disagree groups have shared, tell the On the Fence students that they must choose to join Either the Agree or Disagree group, and then have one student who moved to each side share out the reasoning behind why he or she chose to move to that particular side. Repeat this process as time allows with other prompts, making sure to include both textual prompts from <i>Oedipus the King</i> and <i>Antigone</i> and real world pop culture prompts. Wrap up the discussion of the last prompt, and leave students time at the end to complete the two post-questions. Have students return to their seats and first answer the first post-question individually; once they have done that, quickly have students share out with a partner. Then reveal the second post-question and have students answer it individually. End with class discussion about the second post-question, and have students turn in their written responses before leaving.</p>	<p>Day 9: <u>Antigone Study Guide</u> questions for pages 78-101, Student responses from On the Fence discussion</p>
<p>Day 10: A</p>	<p>Day 10: <u>Antigone Study Guide</u> questions for pages 102-119 due. Lecture (Pages 78-119): focus on Haemon's questioning of his father's authority, teenage angst, and misery and suffering for</p>	<p>Day 10: <u>Antigone Study Guide</u> questions for pages</p>

	Antigone – is this her scene of suffering?	102-119
Day 11: A	Day 11: <u>Antigone Study Guide</u> questions for pages 119-128 due. Lecture (Pages 119-128): focus on tragedy genre and multiple deaths, and Creon’s scene of suffering and his wisdom gained.	Day 11: <u>Antigone Study Guide</u> questions for pages 119-128
Day 12: M, T	Day 12: Activity Day: To introduce <u>The Patriot Act of 2001—Just or Unjust</u> activity, complete the Grid movement activity. Using The Grid slide on the <u>Antigone Discussions</u> PowerPoint (from <i>Speaking Volumes: How to Get Students Discussing Books—And Much More</i> by Barry Gilmore) post grid signs (Just/Good for Society, Unjust/Good for Society, Just/Bad for Society, Unjust/Bad for Society) in the four corners of the room. Reveal the statements about the text and contemporary laws. For each one, have the students move to the corner of the room that they feel the statements/laws fall under. Take a comment from one or more people in each quadrant, or have students discuss and elect a speaker to share the group’s thoughts for each quadrant. If no one is present in a quadrant, ask students to comment on that as well. Then, hand out <u>The Patriot Act of 2001 – Just or Unjust</u> and <u>The Patriot Act- Department of Justice</u> . In triads, have students analyze each section of the Patriot Act. This will serve as prewriting for the written part of the assignment. For homework, have students write an explanation for each of the four sections of the Patriot Act.	
Day 13: M, T	Day 13: Have triads finish discussing the four sections of the Patriot Act if needed; then have students work on their individual analysis of <u>The Patriot Act of 2001—Just or Unjust</u> assignment (Part I).	
Day 14: M, T	Day 14: Part I of <u>The Patriot Act of 2001—Just or Unjust</u> due. Evaluate using <u>The Patriot Act Rubric</u> . Using the Grid activity from Day 12, for each section of the Patriot Act have the students move to the corner they feel the sections fall under. Have students share their justifications. Then, explain Part II and hand out the article “ <u>So What Does the USA Freedom Act Do Anyway?</u> ” by Jodie Liu from lawfare.com. Have students individually read the article, and analyze and evaluate the Freedom Act of 2015.	Day 14: Part I of <u>The Patriot Act of 2001 – Just or Unjust</u>
Day 15: M	Day 15: Part II of <u>The Patriot Act of 2001 – Just or Unjust</u> due. Evaluate using <u>The Patriot Act Rubric</u> . Open the <u>Antigone Discussions</u> PowerPoint to the slide titled	Day 15: Part II of <u>The Patriot Act of 2001 – Just or Unjust</u> , <u>Venn Diagram</u>

	<p>Compare/Contrast. Have students get out their own sheet of paper and complete the personal definitions for step one. Then hand out the <u>Venn Diagram Template</u> (or use the slide titled Venn Diagram and have students draw it on their own paper), and reveal step two on the Compare/Contrast slide. Go through the prompt and have students help break down required parts and explain them. Have students choose their own biblical figure (or another character or figure) and label the three circles. Give students time to complete their Venn diagram for the three figures, focusing on their relation to the chosen motifs. Once complete, have students fill out a class Venn diagram on the board for Oedipus and Antigone by each adding one item to it without repeating items. Then go over information as a way for whole class discussion, and have students orally add insights that they found for their chosen figures. Afterwards, have students complete step three independently, have them share with partner or group, and lead discussion as a class over that essential question from step three. Have students turn in their written responses before leaving.</p>	<p><u>Template</u> and student responses</p>
Day 16: M, T	<p>Day 16: <u>PAP Greek Tragedies Test</u> (cumulative for Greek tragedy information, <i>Oedipus the King</i>, and Antigone)</p>	<p>Day 16: <u>PAP Greek Tragedies Test</u></p>
Day 17: T	<p>Day 17: Project Day: Give feedback for <u>The Patriot Act of 2001 – Just or Unjust</u> assignment. Have students review the rubric and identify areas of strength and weakness. Explain that the final project will include these same skills. Introduce <u>Amending the Law</u> assignment and discuss <u>Amending the Law Rubric</u>. Give students the rest of the period to research the Amendments to the U.S. Constitution and decide on creating or modifying an amendment.</p>	
Day 18: T	<p>Day 18: Project Day: <u>Amending the Law</u> Project Independent Work Day</p>	
Day 19: T	<p>Day 19: Project Day: <u>Amending the Law</u> Project Independent Work Day</p>	
Day 20: T	<p>Day 20: <u>Amending the Law</u> Project Presentation Day: this is the day of the gallery walk where students will present their proposal to school and community leaders as well as parents. Give judges a list of students to see, and the <u>Amending the Law Rubric</u>. Explain that they will use it to fill out the Poster Presentation section, and explain the criteria for them. While judges are hearing presentations from their assigned students, walk around to all of the students: use this time to complete the Poster section of the</p>	<p>Day 20: <u>Amending the Law</u> Project and Presentation</p>

	<p>rubric for all students, check in with students and judges, answer questions, and make sure everything is running smoothly. At the close of the gallery walk, have the judges recognize the top presentations in a closing ceremony. Complete evaluation with the remaining sections of the <u>Amending the Law Rubric</u>.</p>	
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