

## 9.2.2

## Lesson 16

### Introduction

In this lesson, students will read *Oedipus the King* lines 1330–1422 (from “You elders, although I’ve never seen the man” through “[*OEDIPUS moves into the palace*]”), in which Oedipus’s true identity is revealed. Students will work through scaffolded questions that prompt an exploration of how key details in the text develop the complex relationship between Oedipus’s choices and the role of fate in the crime of Laius’s murder.

The learning in this lesson will be captured through the Prophecy Evidence Collection Tool. Students will explore the connections between the prophecy and Oedipus’s actions, gathering and analyzing evidence for the relationship Oedipus develops between his own personal responsibility and the role of fate in his guilt.

For homework, students will revisit the claim they developed for their Mid-Unit Assessment, and revise and expand this claim based on connections developed through analysis of new information and key details. Students will practice revising written work and have the opportunity to reflect on the claims developed in the Mid-Unit Assessment through the lens of the revelation of Oedipus’s past.

### 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	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and

	<p>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>
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## Assessment

Assessment(s)
<p>The learning in this lesson will be captured through the Prophecy Evidence Collection Tool. Students will explore the connections between the prophecy and Oedipus’s actions, gathering and analyzing evidence for the relationship Oedipus develops between his own personal responsibility and the role of fate in his guilt.</p> <ul style="list-style-type: none"> <li>Prophecy Evidence Collection Tool: What relationship does Sophocles establish between prophecy and Oedipus’s actions?</li> </ul>
High Performance Response(s)
<p>A High Performance Response may include the following:</p> <ul style="list-style-type: none"> <li>See the model Prophecy Evidence Collection Tool.</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>flocks (n.) – a number of animals of one kind, especially sheep, goats, or birds</li> <li>foster (adj.) – adopted</li> <li>citizens (n.) – inhabitant of a city or town</li> <li>elders (n.) – people of older age or greater rank</li> <li>neighboring (adj.) – nearby</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>None.</li> </ul>

## 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, W.9-10.5, W.9-10.9.a</li> <li>Text: <i>Oedipus the King</i>, lines 1330–1422</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>Lines 1330–1422 Reading and Discussion</li> <li>Prophecy Evidence Collection Tool Activity</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>5%</li> <li>50%</li> <li>25%</li> <li>5%</li> </ol>

## Materials

- Student copies of the 9.2 Common Core Learning Standards Tool (refer to 9.2.1 Lesson 1)
- Copies of the Prophecy Evidence Collection Tool for each student
- “Clean” copies of student responses to the Mid-Unit Assessment

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	<b>Percentage indicates the percentage of lesson time each activity should take.</b>
	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 the assessed standard for this lesson: RL.9-10.2. Students will read the final revelation of Oedipus’s identity and consider his role in the unfolding of this information. Students will record their thinking on an Evidence Collection Tool.

- ▶ Students look at the agenda.

Tell students they will also begin working with a new standard in their homework for this lesson: W.9-10.5. Instruct students to take out their copies of the Unit 9.2 Common Core Learning Standards Tool. Explain that students will continue to work on mastering the skills described in the Common Core State Standards throughout this module and the rest of the year.

- ▶ Students listen and examine their Unit 9.2 Common Core Learning Standards Tool.

Ask students to individually reread standard W.9-10.5 on the Unit 9.2 Common Core Learning Standards Tool and assess their familiarity with and mastery of this standard.

- ▶ Students reread standard W.9-10.5 and assess their familiarity with and mastery of this standard.

Ask students to use the ideas in W.9-10.5 to answer the following question:

### How can you strengthen and develop your writing?

- 🗨 Planning, revising, editing, rewriting, or trying a new approach can strengthen and develop writing
- ① Inform students that for homework, they will revisit the claim they developed for their Mid-Unit Assessment, and revise and expand the claim they made, in order to strengthen their writing.

## Activity 2: Homework Accountability

10%

Ask student pairs to discuss their answers to the final question from the Details of Oedipus’s Birth Evidence Collection Tool: Why might Jocasta exclaim “Oh, you unhappy man! May you never find out who you really are!” (lines 1282–1283 ) when the details of Oedipus’s birth are revealed?

- ▶ Student pairs discuss and share their responses to the final question from the Details of Oedipus’s Birth Evidence Collection Tool from Lesson 15.

### Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of lines 1330–1422 (from “You, elders, although I’ve never seen the man” through “[OEDIPUS moves into the palace]”).

- ▶ Students follow along, reading silently.

### Activity 4: Lines 1330–1422 Reading and Discussion

50%

Instruct students to read in groups of three lines 1330–1372 (from “You elders, although I’ve never seen the man” through “Can’t you keep quiet about it!”). Then direct groups to discuss the following questions before sharing out with the class:

- ▶ Students read in groups of three, each taking a role. Then groups discuss the questions that follow.

**How does the Servant respond when Oedipus asks if he remembers the Messenger? How does the Messenger describe the Servant’s memory?**

- ☞ The Servant says, “Right now I can’t say I remember him” (line 1355). The Messenger says the Servant’s memory is “failing” (line 1357).

**What reason does the Servant give for his “failing memory” (line 1357)?**

- ☞ The Servant says, “it was long ago,” suggesting that his memory is failing due to old age and the many years that have passed since this event (line 1366).

**How does the Servant respond when the Messenger reveals Oedipus’s true identity? Consider both what he says and how he says it. What might this suggest about the reasons behind the Servant’s “failing memory”? (line 1357)**

- ☞ Students should identify the Servant’s exclamation “Damn you! Can’t you keep quiet about it!” as evidence that the Servant responds to the Messenger’s revelation by yelling at him to stop revealing these details. Students should identify the presence of the two exclamation points that emphasize the emotion of the Servant’s response. Students may suggest that the Servant is only saying that he cannot remember so that he doesn’t have to talk about the events of the past.

Instruct students to read aloud in groups lines 1372–1401 (from “Hold on, old man” through “But nonetheless I have to know this”). Then direct groups to discuss the following questions before sharing out with the class:

**How does the Servant respond to Oedipus’s questions? How does the punctuation in this passage help you to determine the tone of the Servant’s response?**

- Student responses may include: The Servant begs Oedipus to stop asking him questions:
  - “By all the gods, don’t torture an old man!” (line 1381)
  - “It’s too much for me!” (line 1383)
  - “In the name of the gods, my lord, don’t ask! Please, no more questions!” (lines 1395–1396).
  - Students should identify the repeated presence of exclamation points as well as an ellipsis: “Alas, what I’m about to say to you now . . . it’s horrible.” (lines 1399–1400) as an indication that Oedipus’s questions are making the Servant upset.

**Why might the Servant respond in this way when asked to reveal the details of Oedipus’s birth?**

- The Servant responds by exclaiming, “Please no more questions!” because he does not want to tell Oedipus the things Oedipus wants to know. The Servant describes this information as “horrible” (line 1400).

**How does Oedipus respond to the Servant’s pleas? What choice is he making?**

- Despite the Servant’s warning, Oedipus demands that the Servant tell him everything he knows: “nonetheless I have to know this.” Oedipus even threatens to kill the Servant if he doesn’t reveal the truth of Oedipus’s past: “If I have to ask again, then you will die” (lines 1396–1397). Oedipus is choosing to learn about his past even if it is “horrible” rather than continue to live without knowing.

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Instruct students to continue to read aloud in groups lines 1402–1422 (from “If you must know, they said the child was his” through “by murder where I should not kill”). Then direct groups to discuss the following questions before sharing out with the class.

**What relationship is the Servant implying between Oedipus and Jocasta when he informs Oedipus, “your wife... is the one who could best tell you what was going on”? (lines 1403–1404)**

- The Servant is implying that Jocasta is the mother of the baby that he was given to kill. If Oedipus is that baby, then Jocasta is Oedipus’s mother.

**Differentiation Consideration:** If students struggle to make this connection, ask: Who are the parents of the child the Servant is describing? Who might this child be?

🗨️ Jocasta and Laius are the parents of the boy, and the baby is Oedipus.

**According to the Servant, what motivated Jocasta’s actions? What was the motive behind the Servant’s own actions?**

- 🗨️ The Servant says Jocasta gave him the boy to kill because she feared the future that Apollo predicted: “She was afraid of dreadful prophecies” (line 1408).
- 🗨️ The Servant says that he was motivated by pity (“I pitied the boy”) when he gave the child to the Messenger from Corinth (line 1412).

**What is the “greatest grief” the Servant is referring to? (line 1415)**

- 🗨️ Student responses should recall the prophecy that Oedipus would end up killing his father and marrying his mother. The fact that this has come true is the “greatest grief.”

**How would your understanding of the Servant’s meaning change if *for* was replaced with *from* in the phrase “he rescued him only to save him for the greatest grief of all”? (lines 1414–1415)**

- 🗨️ If *for* was replaced with *from* then the Servant would have been saying that the Messenger’s actions saved Oedipus from having to suffer the “greatest grief.” The word *for*, however, suggests that the Messenger saved Oedipus’s life only for Oedipus to suffer more later on in life.

**What words repeat in Oedipus’s final speech? What might this repetition suggest about how Oedipus understands the role he plays in his own “awful fate”? (line 1417)**

- 🗨️ Student responses should identify that the word *cursed* is repeated three times (“cursed by birth, cursed by my own family, and cursed by murder”). The repetition of *cursed* suggests that Oedipus believes his “awful fate” is the result of bad luck; there was nothing he could have done to change what happened.

Instruct students to revisit their responses to the previous two questions and annotate the text to indicate the continued development of a central idea (CI). Remind students that as they annotate for central idea, they are identifying textual evidence that may be used in the lesson assessment as well as the End-of-Unit Assessment, which address the development of central ideas in the text. This focused annotation supports students’ engagement with W.9-10.9.a, as they draw evidence from the text to use in their writing.

## Activity 5: Prophecy Evidence Collection Tool Activity

25%

Distribute copies of the Prophecy Evidence Collection Tool as well as “clean,” unmarked copies of students’ Mid-Unit Assessments. Read the directions on the tool aloud: *Paraphrase the three prophecies provided on your tool in the prophecy column. Then collect evidence to complete the Reaction and Consequences columns of the tool. For homework, return to the claim you developed for your Mid-Unit Assessment and revise and expand your response in light of the key details that have emerged.*

Pause to allow students to ask clarifying questions. Instruct students to work on the tool in pairs.

- ▶ Students complete the Prophecy Evidence Collection Tool, paraphrasing the three prophecies on the tool and collecting evidence to complete the Reaction and Consequences columns of the tool.

## Activity 6: Closing

5%

Display and distribute the homework assignment. For homework students will revisit the claim they developed for their Mid-Unit Assessment, and revise and expand the claim they made, using the work they completed on the Prophecy Evidence Collection Tool.

- ▶ Students follow along.

## Homework

Revise and expand the Mid-Unit Assessment using evidence from the Prophecy Evidence Collection Tool.

## Prophecy Evidence Collection Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Instructions:** Paraphrase the three prophecies provided on your tool in the prophecy column. Then collect evidence to complete the Reaction and Consequences columns of the tool. For homework, return to the claim you developed for your Mid-Unit Assessment and revise and expand your response in light of the key details that have emerged.

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

Apollo’s Prophecy to Laius and Jocasta	Apollo’s Prophecy to Oedipus	Teiresias’s Prophecy to Oedipus
JOCASTA: It said Laius was fated to be killed by a child conceived by him and me (lines 857–858).	OEDIPUS: And so I went in secret off to Delphi...Apollo uttered monstrous things, strange terrors and horrific miseries—it was my fate to defile my mother’s bed...to murder the father who engendered me (lines 945–954).	TEIRESIAS: For the accursed polluter of this land is you (line 421)...I say that you yourself are the very man you’re looking for (lines 433–434) ...And he will turn out to be the brother of the children in his house—their father, too, both as 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 554–559).

Character	Prophecy	Reaction	Consequences
	APOLLO: A son born to Laius and Jocasta will kill Laius.		The Servant gives the child to the Messenger.  The Messenger gives the child to Polybus, King of Corinth. The King of Corinth raises Oedipus as his own

Character	Prophecy	Reaction	Consequences
			son.
Oedipus	APOLLO:		Killed unknown man (who is Laius) on the road.
	TEIRESIAS: Oedipus is the killer.	Oedipus tries to prove his innocence by solving the mystery of the crime of Laius's murder.	

Connections

Claim
Original Claim:
Revised Claim:

## Model Prophecy Evidence Collection Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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Character	Prophecy	Reaction	Consequences
Laius and Jocasta	A son born to Laius and Jocasta will kill Laius.	Give their son to the shepherd to leave him out to die in the wilderness.	The Servant gives the child to the Messenger.  The Messenger gives the child to Polybus, King of Corinth. The King of Corinth raises Oedipus as his own son.

Character	Prophecy	Reaction	Consequences
Oedipus	APOLLO: Oedipus will kill his father and sleep with his mother.	Runs away from Corinth and Polybus so he will not kill him.	Killed unknown man (who is Laius) on the road.
	TEIRESIAS: Oedipus is the killer.	Oedipus tries to prove his innocence by solving the mystery of the crime of Laius's murder.	Oedipus reveals through his search the terrible truth of his situation.

### Connections

Student connections may include:

- All of these prophecies are actually the same prophecy: that Oedipus will kill his father and marry his mother.
- Jocasta and Laius try to avoid the prophecy by killing their son. Laius gives her son to the Servant to kill him. Instead, the Servant gives him to the Messenger, who then gives him to the King of Corinth.
- Because Oedipus has been adopted by the King of Corinth, he does not know the truth about his own parents. So Oedipus tries to avoid the prophecy given to him by Apollo by running away from Corinth so he will not kill Polybus (the man he thinks is his father). On the road he kills an unknown man who turns out to be Laius, his real father. Then he marries Jocasta, Laius's wife, who is actually his mother. The prophecies delivered by Apollo and Teiresias (which are one and the same) have come true.

## Claim

**Original Claim:** Oedipus attempted to escape Apollo's prophecy, but in doing so he accidentally fulfilled Teiresias's prophecy that he would kill Laius.

**Revised Claim:** All of the actions taken by characters in the play to avoid the prophecy eventually result in the fulfillment of the prophecy.