

Standards:	RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; investigate multiple unsupported academic interpretations.
Learning Target (I can statement)	I can read and annotate the text for understanding. I can identify the themes of the text and provide textual evidence to support my analysis.
Essential Question(s)	To what extent does power or the lack of power affect individuals?
Resources:	Antigone Text (Microsoft Teams available for download)
Learning Activities/ Experiences/ Review: Read the following questions and respond in COMPLETE, DETAILED SENTENCES.	<p style="text-align: center;"><u>Antigone</u> Comprehension Questions</p> <p>Pre- Reading</p> <ol style="list-style-type: none"> 1) How are the main characters (Antigone, Ismene, Creon, Haimon, and Eurydice) related to each other? Draw the family tree. 2) Summarize the Oedipus myth. <p>Prologue</p> <ol style="list-style-type: none"> 3) What is the setting of the play? 4) At the opening of the play, what event is revealed that is the catalyst for the action in the play? 5) What conflict exists in the treatment of Antigone and Ismene’s brothers? 6) What does Antigone want to do? 7) Why is this a problem? 8) What does Ismene’s speech in the prologue reveal about her character? 9) Find an example of verbal irony in the PROLOGUE. (Give the line, who says it, and its intent) <p>Parados</p> <ol style="list-style-type: none"> 10) What event is revealed in a flashback? 11) How is Polyneices portrayed? What is he compared to? What does the metaphor say about his character?

Antigone Unit

E- Lesson Plan Date Day (A2)

English II/ Lewis

Standards:	RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; investigate multiple unsupported academic interpretations.
Learning Target (I can statement)	<ul style="list-style-type: none">• I can read and annotate the text for understanding.• I can identify the themes of the text and provide textual evidence to support my analysis.• I can identify various poetic devices and explain their impact on the reader. (For example, how does the use of a metaphor enhance the reader's understanding of the text?)
Essential Question(s)	<ul style="list-style-type: none">• To what extent does power or the lack of power affect individuals?• When is important to challenge and take a stand against injustice?
Resources:	Antigone Text (Microsoft Teams available for download)
Learning Activities/ Experiences/ Review: Read the following questions and respond in COMPLETE, DETAILED SENTENCES.	Scene 1 <ol style="list-style-type: none">1) What metaphor is used in lines 135- 137? What does this mean?2) Based on Creon's first speech, what characteristics does the new king have?3) How does the beginning of Creon's speech contrast with the end of his speech?4) The choragus, which represents the voice of the people, responds to Creon's speech. Based on these lines, (lines 56-65) what can be inferred about the position of the people?5) Why does the sentry stumble over his words when trying to tell Creon of the burial of Polyneices?6) Why does the Choragos ask about the possibility of Polyneices being buried by the gods?7) How does Creon view the Choragos and the Chorus, (both representing the Theban elders)?8) Who does Creon believe buried Polyneices?9) What accusation does the sentry make on line 270?

Antigone Unit

E- Lesson Plan Date Day (A3)

English II/ Lewis

Standards:	<p>E2.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; investigate multiple unsupported academic interpretations.</p> <p>E2.RL.6.1 Determine a theme of a text and analyze 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.</p> <p>E2.RI.5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.</p> <p>E2.RI.8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.</p>
Learning Target (I can statement)	<ul style="list-style-type: none"> • I can read and annotate the text for understanding. • I can identify and determine the LOGOS, PATHOS, or ETHOS as primary rhetorical devices used in character’s arguments.
Essential Question(s)	<ul style="list-style-type: none"> • To what extent does power or the lack of power affect individuals? • When is important to challenge and take a stand against injustice?
Resources:	Antigone Text (Microsoft Teams available for download)
Learning Activities/ Experiences/ Review: Read the following questions and respond in COMPLETE, DETAILED SENTENCES.	<p>Ode 1</p> <ol style="list-style-type: none"> 1) Why are human beings the most wonderful of the world’s wonders? 2) What is the one thing humans cannot avoid? 3) In antistrophe 2, who does the Choragus support, the law keeper or the law breaker? Provide the textual evidence. <p>Scene 2</p> <ol style="list-style-type: none"> 4) Why does the sentry return? 5) How does the sentry regard Antigone? What does he think of her? Does he have a problem in turning her in? 6) Why does Antigone say she defied Creon’s law? 7) What does Creon accuse Ismene of? 8) What does Antigone mean in lines 357- 359? 9) What is Creon’s main argument? 10) What is Antigone’s main argument? 11) How does the Choragos view Ismene? What imagery shows this? (Use quotes)

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| | <p>12) How does Creon view Ismene? What imagery shows this? (Use quotes)</p> <p>13) How does Antigone respond to Ismene's offer to die with her?</p> <p>14) Why does Antigone respond to Ismene as she does?</p> <p>15) How are Ismene and Antigone foils for each other? (Look up the definition of foil in the Literary Terms Glossary. Give the definition and show how these two characters are examples of this literary element.)</p> <p>16) What punishment will Antigone receive?</p> |
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Antigone Unit
 E- Lesson Plan Date Day (A4)
 English II/ Lewis

Standards:	<p>E2.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; investigate multiple unsupported academic interpretations.</p> <p>E2.RL.6.1 Determine a theme of a text and analyze 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.</p> <p>E2.RI.5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.</p> <p>E2.RI.8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.</p>
Learning Target (I can statement)	<ul style="list-style-type: none"> • I can read and annotate the text for understanding. • I can identify and determine the LOGOS, PATHOS, or ETHOS as primary rhetorical devices used in character’s arguments.
Essential Question(s)	<ul style="list-style-type: none"> • What provokes human beings to sacrifice themselves for the greater good? • Is there a time when the parent should listen to the guidance of their child? (Examining the relationship between Creon and Haemon)
Resources:	Antigone Text (Microsoft Teams available for download)
Learning Activities/ Experiences/ Review: Read the following questions and respond in COMPLETE, DETAILED SENTENCES.	<p>Ode 2</p> <ol style="list-style-type: none"> 1) What human fault is responsible for the curse placed upon Oedipus’s family? 2) What character(s) has/have shown this fault? <p>Scene 3</p> <ol style="list-style-type: none"> 3) What does Haemon think of his father’s decision? 4) What two things does Creon seem to fear the most? 5) Haemon uses a metaphor of a leader as a tree in flood time. Explain how this metaphor demonstrates the main point of his arguments in regards to Antigone’s death sentence. 6) How does Creon react to Haemon’s speech? 7) How does Haemon’s tone change over the course of the scene? 8) What threat does Haemon make? How can this threat be interpreted? 9) What does Creon decide about Ismene? 10) How will Antigone’s death sentence be carried out? 11) According to Creon, how will this action absolve him of any of the guilt in Antigone’s death? (How will it solve the conflict of whether or not Antigone truly broke the “law”?)

Antigone Unit
 E- Lesson Plan Date Day (A5)
 English II/ Lewis

Standards:	<p>E2.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; investigate multiple unsupported academic interpretations.</p> <p>E2.RL.6.1 Determine a theme of a text and analyze 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.</p> <p>E2.RI.5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.</p> <p>E2.RI.8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.</p>
Learning Target (I can statement)	<ul style="list-style-type: none"> • I can read and annotate the text for understanding. • I can use my notes and my prior knowledge to determine which character is the tragic hero and EXPLAIN the rationale behind my choice.
Essential Question(s)	<ul style="list-style-type: none"> • What provokes human beings to sacrifice themselves for the greater good? • How do I determine the tragic hero of the play?
Resources:	Antigone Text (Microsoft Teams available for download)
Learning Activities/ Experiences/ Review: Read the following questions and respond in COMPLETE, DETAILED SENTENCES.	<p>Scene 4</p> <ol style="list-style-type: none"> 1) Where is Antigone being led? 2) How does Antigone’s character differ in this scene in comparison to earlier in the play? 3) Explain the role of Antigone’s father’s guilt in this story. (Review the Oedipus story) 4) Who does the Chorus believe is responsible for Antigone’s death sentence? 5) What does Antigone look forward to in death? 6) What curse does Antigone place on Creon? <p>Ode 4</p> <ol style="list-style-type: none"> 7) What are the 3 allusions made in this ode? (Define allusion) 8) How do these allusions relate to Antigone’s fate? 9) Is the purpose of this ode to glorify Antigone’s fate or to condemn her pride?

Antigone Comprehension Questions

Pre- Reading

- 1) How are the main characters (Antigone, Ismene, Creon, Haimon, and Eurydice) related to each other? Draw the family tree.
- 2) Summarize the Oedipus myth.

Prologue

- 3) What is the setting of the play?
- 4) At the opening of the play, what event is revealed that is the catalyst for the action in the play?
- 5) What conflict exists in the treatment of Antigone and Ismene's brothers?
- 6) What does Antigone want to do?
- 7) Why is this a problem?
- 8) What does Ismene's speech in the prologue reveal about her character?
- 9) Find an example of verbal irony in the PROLOGUE. (Give the line, who says it, and its intent)

Parados

- 10) What event is revealed in a flashback?
- 11) How is Polyneices portrayed? What is he compared to? What does the metaphor say about his character?

Scene 1

- 12) What metaphor is used in lines 135- 137? What does this mean?
- 13) Based on Creon's first speech, what characteristics does the new king have?
- 14) How does the beginning of Creon's speech contrast with the end of his speech?
- 15) The choragus, which represents the voice of the people, responds to Creon's speech. Based on these lines, (lines 56-65) what can be inferred about the position of the people?
- 16) Why does the sentry stumble over his words when trying to tell Creon of the burial of Polyneices?
- 17) Why does the Choragos ask about the possibility of Polyneices being buried by the gods?
- 18) How does Creon view the Choragos and the Chorus, (both representing the Theban elders)?
- 19) Who does Creon believe buried Polyneices?

20) What accusation does the sentry make on line 270?

Ode 1

21) Why are human beings the most wonderful of the world's wonders?

22) What is the one thing humans cannot avoid?

23) In antistrophe 2, who does the Chorus support, the law keeper or the law breaker?

Scene 2

24) Why does the sentry return?

25) How does the sentry regard Antigone? What does he think of her? Does he have a problem in turning her in?

26) Why does Antigone say she defied Creon's law?

27) What does Creon accuse Ismene of?

28) What does Antigone mean in lines 357- 359?

29) What is Creon's main argument?

30) What is Antigone's main argument?

31) How does the Choragos view Ismene? What imagery shows this? (Use quotes)

32) How does Creon view Ismene? What imagery shows this? (Use quotes)

33) How does Antigone respond to Ismene's offer to die with her?

34) Why does Antigone respond to Ismene as she does?

35) How are Ismene and Antigone **foils** for each other? (Look up the definition of foil in the Literary Terms Glossary. Give the definition and show how these two characters are examples of this literary element.)

36) What punishment will Antigone receive?

Ode 2

37) What human fault is responsible for the curse placed upon Oedipus's family?

38) What character(s) has/have shown this fault?

Scene 3

39) What does Haimon think of his father's decision?

- 40) What two things does Creon seem to fear the most?
- 41) Haimon uses a metaphor of a leader as a tree in flood time. Explain how this metaphor demonstrates the main point of his arguments in regards to Antigone's death sentence.
- 42) How does Creon react to Haimon's speech?
- 43) How does Haimon's tone change over the course of the scene?
- 44) What threat does Haimon make? How can this threat be interpreted?
- 45) What does Creon decide about Ismene?
- 46) How will Antigone's death sentence be carried out?
- 47) According to Creon, how will this action absolve him of any of the guilt in Antigone's death? (How will it solve the conflict of whether or not Antigone truly broke the "law"?)

Ode 3

- 48) According to the Chorus, what is Haimon's motive for urging Creon not to kill Antigone?
- 49) What seems to be the Chorus's opinion of love?

Scene 4

- 50) Where is Antigone being led?
- 51) How does Antigone's character differ in this scene in comparison to earlier in the play?

52) Explain the role of Antigone's father's guilt in this story. (Review the Oedipus story)

53) Who does the Chorus believe is responsible for Antigone's death sentence?

54) What does Antigone look forward to in death?

55) What curse does Antigone place on Creon?

Ode 4

56) What are the 3 allusions made in this ode? (Define allusion)

57) How do these allusions relate to Antigone's fate?

58) Is the purpose of this ode to glorify Antigone's fate or to condemn her pride?

Scene 5

59) What is ironic about Teiresias's profession?

60) Why, according to Teiresias, has Creon brought disaster to Thebes?

61) What does Creon assume is Teiresias' motivation for his prediction?

62) What does Teiresias predict in lines 842-843 in response to Creon's accusations?

*******Turning Point*******

63) Once Teiresias leaves, what sin does Creon confess to?

64) How does Creon's attitude towards the Choragos and Chorus change?

65) What does the Choragos suggest to Creon?

66) Why does Creon take the advice of the Choragos?

67) Why is this (above) the turning point/ climax of the play?

Paeon

68) What does the Chorus want Dionysus to do?

Exodos

69) What news does the Messenger bring in the opening of the scene?

70) What can the audience also infer from the news?

71) What do Creon and the Messenger do with Polyneices's body?

72) How does Antigone die?

73) How does Haimon react to her death? To Creon's presence at the tomb?

74) What does Eurydice do upon hearing the Messenger's further explanation of the tale?

75) How has Creon changed since the beginning of the play?

76) What further news does the Messenger bring to Creon?

77) Who does Eurydice blame for the tragic events?

78) Who does Creon blame for the tragic events?

Reflecting on the Play as a Whole

79) Describe the major conflict in Antigone. Is it a conflict between absolute good and absolute evil, or a more subtle conflict between two opposing goods? What seem to be Sophocles' stand on this conflict?

80) Do you think that Antigone is a completely admirable character, or is she just as proud, unyielding, and foolish as Creon? Is Antigone an innocent martyr, or do the gods punish her for her pride, just as they punish Creon for his?

81) What is the role of the Chorus and the Choragos in the action of the play, and to what extent do they simply comment upon it or serve as a barometer of public opinion?

82) Generate a thematic statement for each of the following topics and provide supporting evidence:

A. Pride

B. Laws