

English 10  
Distance Learning Spring 2020  
**Week of: April 6-10**

**Unit:**

Antigone

**Focus:**

Intro / Background information

**Learning Goals:**

- Students will understand the terms “tragic hero” and “character foil”
- Students will understand the basic story of Oedipus
- Students will make inferences and predictions about how characters, conflicting motivations, and character relationships will advance a plot

**This week at a glance**

All materials are attached in this packet, and are numbered according to this list.

**Antigone:**

1. Read the Embedded Assessment Prompt on page 295 & Rubric on page 366
  - a. Note that you will not be writing a full essay, but one paragraph. You will address each part of the prompt in some way, just not one full essay
  - b. You will be assessed ONLY on: Ideas #2 & 3, Structure #3, and Language #3
2. Journal Entry on Justice or Burial Rites:
  - a. Choose which prompt you would like to respond to, and compose a thoughtful response. Your response should be one paragraph in length.
3. Background info on Tragic Hero
  - a. Read page 299
4. Background info on Character Foil
  - a. View Presentation
5. Background info on the family of Oedipus
  - a. Read page 300
6. Activity 4.8: Analyzing Character Motivations:
  - a. Read the character sketches on page 297
  - b. Fill out the chart on page 298.

**Independent Reading:**

1. Continue reading your Weird Wednesday book for 20 minutes this week.

# Previewing Embedded Assessment 2 and Introducing Greek Drama

ACTIVITY  
4.7

## ASSIGNMENT #1

### Learning Targets

- Identify the knowledge and skills necessary to complete Embedded Assessment 2 successfully.
- Reflect on understanding of vocabulary, essential questions, and character relationships.

### Making Connections

In this part of the unit, you will learn about Greek drama by reading *Antigone* (pronounced “An-T-o-knee”). As you read the play, you will examine the major characters and analyze their interactions with one another. You will also explore the concept of the tragic hero and how the play develops this theme.

### Essential Questions

Based on your study of the first part of this unit, how would you answer the questions now?

1. How can one communicate a speaker’s voice through oral interpretation?
  
  
  
  
  
  
  
  
  
  
2. How do complex characters **advance** the plot and develop the themes of a drama?

### Developing Vocabulary

Think about the Academic Vocabulary and Literary Terms you have studied so far in this unit. Which words/terms can you now move to a new category on a QHT chart? Which could you now teach to others that you were unfamiliar with at the beginning of the unit? What strategies will you use to gather knowledge of new terms independently and to develop the ability to use them accurately?

### Unpacking Embedded Assessment 2

Read the assignment for Embedded Assessment 2: Writing a Literary Analysis Essay on Characterization and Theme.

Your assignment is to write an analytical essay about the effect of character interaction in the play *Antigone*. Choose a character whose words, actions, or ideas contrast with Creon’s character. Explain how these conflicting motivations contribute to Creon’s development as a tragic hero and how the character interactions advance the plot or develop themes of the play.

In your own words, summarize what you will need to know to complete this assessment successfully. With your class, create a graphic organizer to represent the skills and knowledge you will need to complete the tasks identified in the Embedded Assessment.

**LEARNING STRATEGIES:**  
QHT, Graphic Organizer,  
Predicting

### My Notes

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### ACADEMIC VOCABULARY

The verb **advance** means to move or push forward and can be used in reference to an idea or, as in this case, the plot of a story.



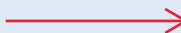
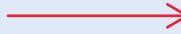
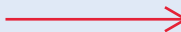
### INDEPENDENT READING LINK

#### Read and Recommend

For independent reading during this part of the unit, consider another classic play with strong, compelling characters. This time, focus on Greek plays and theater. As you did previously, use a reading strategy such as note-taking, marking the text, or double-entry journals to examine the development of complex characters over the course of the play. In a group discussion, recommend your selection to peers, giving clear reasons why you are making the recommendation.

# Writing a Literary Analysis Essay on Characterization and Theme

## SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
<b>Ideas</b>    	<p>The essay</p> <ul style="list-style-type: none"> <li>thoroughly examines the effect of character interaction on plot or theme</li> <li>accurately analyzes characterization, including another character's role (such as foil) in the development of a tragic hero</li> <li>smoothly integrates relevant textual evidence, including details, quotations, and examples.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>examines the effect of character interaction on plot or theme</li> <li>adequately analyzes characterization, including another character's role (such as foil) in the development of a tragic hero</li> <li>includes sufficient textual evidence, including details, quotations, and examples.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>confuses the effect of character interaction on plot or theme</li> <li>provides some analysis of characterization and other characters' roles in the development of a tragic hero</li> <li>provides insufficient textual evidence (e.g., details, quotations, examples).</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>does not examine the effect of character interaction on plot or theme</li> <li>lacks analysis of characterization and other characters' roles in the development of a tragic hero</li> <li>provides inaccurate or no textual evidence (e.g., details, quotations, examples).</li> </ul>
<b>Structure</b>  	<p>The essay</p> <ul style="list-style-type: none"> <li>uses an effective organizational structure with a logical progression of ideas</li> <li>introduces the topic engagingly, links supporting ideas, and provides a thoughtful conclusion</li> <li>uses appropriate and varied transitions.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>uses an adequate organizational structure with a logical progression of ideas</li> <li>introduces the topic, links supporting ideas, and provides a conclusion</li> <li>uses effective transitions.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>uses an inconsistent organizational structure</li> <li>does not introduce the topic, link supporting ideas, and/or provide a conclusion</li> <li>uses weak, repetitive, or insufficient transitions.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>does not follow an obvious organizational structure</li> <li>does not introduce the topic, link supporting ideas, and/or provide a conclusion</li> <li>uses few, if any, transitions.</li> </ul>
<b>Use of Language</b>	<p>The essay</p> <ul style="list-style-type: none"> <li>uses precise language and a variety of sentence structures</li> <li>maintains an academic voice and objective tone</li> <li>demonstrates command of conventions with few errors in grammar, usage, capitalization, punctuation, and spelling.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>uses some precise language and different sentence structures</li> <li>generally maintains an academic voice and objective tone</li> <li>demonstrates adequate command of conventions; few errors in grammar, capitalization, punctuation, or spelling.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>uses vague language and simple sentences</li> <li>does not establish or maintain an academic voice</li> <li>demonstrates partial command of conventions; errors in grammar, usage, capitalization, punctuation, and/or spelling interfere with meaning.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>uses inappropriate language and simple or incomplete sentences</li> <li>does not use academic voice</li> <li>demonstrates little command of conventions; serious errors in grammar, usage, capitalization, punctuation, and/or spelling confuse meaning.</li> </ul>

# ASSIGNMENT #2: OPTION 1

## Journal: Justice

The following are dictionary definitions of “Justice”:

- ◇ the quality of being just; righteousness, equitableness, or moral rightness
- ◇ rightfulness or lawfulness, as of a claim or title; justness of ground or reason
- ◇ The moral principle determining just conduct.
- ◇ conformity to this principle, as manifested in conduct; just conduct, dealing, or treatment.
- ◇ the administering of deserved punishment or reward.
- ◇ the maintenance or administration of what is just by law, as by judicial or other proceedings:
- ◇ judgment of persons or causes by judicial process

1. After considering each definition, which do you think most fully / truly defines this concept? Why? What is lacking in the other definitions?
2. What role does law play in justice?
3. What issues of justice is our society currently dealing with?

## ASSIGNMENT #2: OPTION 2

# Journal: Death / Burial Rites

- ▶ Reflect on your thoughts/opinions/beliefs about death rites. **Respond to these questions underneath your Justice Journal.**
  - ▶ How does your culture/religion understand or conceptualize death?
  - ▶ What rituals are involved? Where do you see symbolism in these rituals?
  - ▶ Why are these traditions/rituals important to us?
  - ▶ What would it mean not to be able to lay our loved ones to rest according to our culture/beliefs?



# Greek Burial Rites

- After death, a person's soul was believed to go to the underworld, ruled by the god Hades
- If a person didn't get buried properly, their soul was damned for all eternity to wander the River Styx, the entrance to Hades
- Therefore, not receiving proper burial rites was dishonor and eternal torment for a their soul.

# ASSIGNMENT #3

## Writing to Sources: Explanatory Text

Select one of the characters from the chart on the previous page and consider his or her point of view. Based on the information in the scenarios, write an introduction to your character. Be sure to:

- Include background information from the character’s scenario.
- Provide an explanation that describes the character.
- Predict how the character’s motivations might conflict with those of other characters.

## Meet the Family

2. Mark the text of the following topics to build your background knowledge of the Cadmus family and their tragic past. Review this information and the information about Greek Theater and Sophocles from the previous activity in preparation for a trivia game.

## Tragedy and the Tragic Hero

- Tragedy is a difficult and rewarding form of drama, which was made into an art by the Greeks.
- Tragedy involves the downfall of a hero, usually ending with his or her destruction or death.
- From *Aristotle’s Poetics*:
  - Tragedy arouses the emotions of pity and fear, wonder and awe.
  - The main character is a tragic hero who must be a man or woman capable of great suffering.
  - The downfall of the hero usually ends with his or her destruction or death.
  - The plot involves intense emotion, with a horrible truth that leads to release or *catharsis*, or purification.
  - The drama does not leave the audience in depression, but with a deeper understanding of life.
- *Aristotle’s Poetics* on the tragic hero:
  - The tragic hero is a man [or woman] of noble stature.
  - The tragic hero is a good person who is brought down by an “act of injustice” (*hamartia*) because he [she] knows no better or believes that a greater good will be served by his [her] actions.
  - The hero has a weakness, a tragic flaw such as pride, quickness to anger, or misjudgment.
  - The hero has free choice that makes his [her] downfall his [her] own fault, but experiences misfortune that is not entirely deserved.
  - The hero gains self-knowledge or understanding before the downfall, and therefore experiences redemption.

### My Notes

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# ASSIGNMENT #4

## Character Foils

Let's have fun with equal and opposite forces!



# What is a foil?

- Foils are all about striking differences.
- They occur when a sharp contrast exists between things in a story.
- While the term can be used to describe anything with contrasting traits, it normally refers to characters.

# General Examples of foils

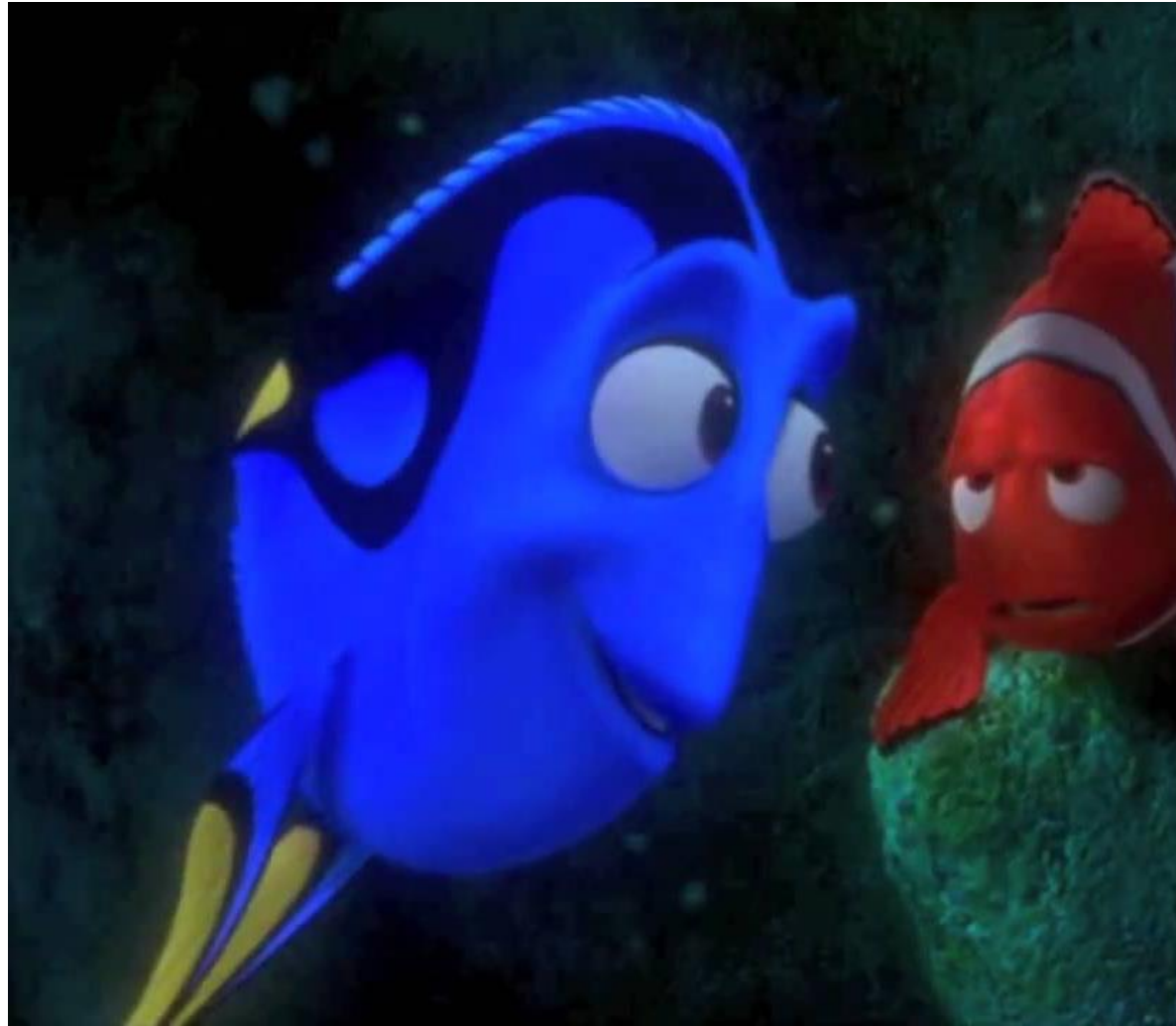
- A child who spends time between his divorced parents. His father is a conservative traditionalist and his mother is a new-age hippy.
- An impeccably well-groomed character who hates to be seen with her frumpy and overly casual roommate.
- A brooding, teenager wearing a black lace mourning gown stands in a room decorated with pink wallpaper and unicorn pillows.

# How to use the word “Foil”

- This term is always a noun and can never be used as a verb or adjective.
- Something is always “a foil to” something else.
- Example: In the movie *Inside Out*, Sadness, because of her low energy and crippling pessimism, **is a foil to** Joy’s energetic optimism.

# What does a foil do?

- Writers use foils for a variety of reasons. Here are a few:
  - They help to highlight subtle details in a character's personality that would otherwise be overlooked.
  - Because of this, writers use foils to quickly establish important traits in a character.
  - They can also be a source of conflict to make a scene or character more interesting.



In *Finding Nemo*, Marlin is a foil to Dory

**Contrasting Traits:**

Marlin is obsessively organized and feels the need to be in control of his surroundings.

Because of her short-term memory loss, Dory is incapable of organizing her life, and happily improvises everything she does.

**Effect:**

Dory's contented disorganization highlights the fear that drives Marlin's unhealthy need to control the world around him and shows the audience how Marlin must change in order to be happy when he finds his son.

In *Moana*, Maui is a foil to Moana



**Contrasting Traits:**

Moana, while brave in her own way, is an inexperienced and generally humble young girl.

Maui has had many adventures in his life and is exceedingly full of himself.

**Effect:**

Maui's cockiness and knowledge of the world highlight's Moana's vulnerability and lack of experience at the beginning of the story. This helps the audience to see how Moana grows in maturity and confidence over the course of the plot.

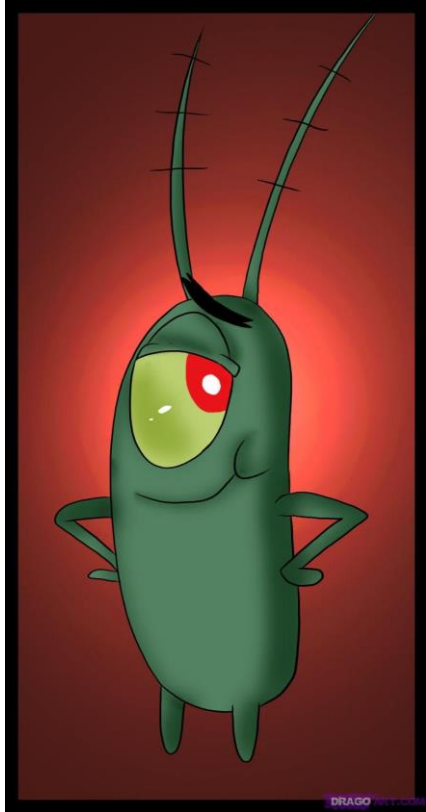
# Foils and Complex Characters

- Complex characters have a variety of traits and attributes, but not every trait is important all the time.
- Many times, writers use foils to show the audience which attribute is important in a specific scene.



When SpongeBob is a foil to Mr. Krabs, Mr. Krabs appears greedy.

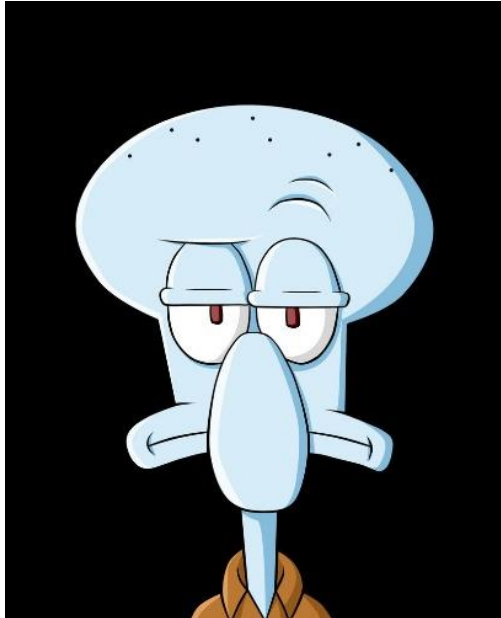




When Plankton is a foil to Mr. Krabs, Mr. Krabs becomes a victim

Sometimes, a character can have contradictory traits depending on the foil with which they are paired.

When compared to Squidward, SpongeBob often appears childish and immature.



When compared to Patrick, SpongeBob often appears responsible and mature.



# Recap

- A foil occurs when things in a story (especially characters) have striking differences.
- Foils help to highlight important traits in a character.
- Foils help to show which traits are important in a complex character.

# A Tragic Family ASSIGNMENT #5

## My Notes

### Antigone and Her Family Background

- *Antigone* is a complete play, but it is part of a cycle of three plays, including *Oedipus Rex* and *Oedipus at Colonus*, written by Sophocles about the generations of the Cadmus family.
- The plays deal with the curse placed upon the family for a crime committed against the gods. The curse begins with a prophecy to King Laius and Queen Jocasta of Thebes that their son, Oedipus, will kill his father and marry his own mother.
- To avoid fulfillment of the prophecy, the baby Oedipus is left in the mountains to die of exposure, but was found and raised by the king and queen of Corinth, not knowing his birth parents.
- Later Oedipus unknowingly kills his father and wins the hand of Jocasta, the widowed queen, thus fulfilling the prophecy. They have four children, Antigone, Ismene, Eteocles, and Polyneices.
- When Jocasta discovers the truth, she hangs herself. When Oedipus discovers the truth, he blinds and exiles himself. He leaves his brother-in-law, Creon, to look after his children.
- Before he dies, Oedipus leaves orders that his two sons share the kingship; however, Eteocles, the first to reign, refuses to step down. Polyneices, his brother, attacks the city and his brother. They kill each other in battle.
- Creon becomes king and orders Eteocles buried with religious rites and honors. He orders that Polyneices be left unburied and uncovered for birds and animals to feed on his body. According to Greek beliefs, his soul could thus never rest. Antigone buries her brother against the order of her uncle. Thus begins the play's action.

### Pronunciation Guide

Refer to online resources for explanations and examples of correct pronunciation of Greek names, such as the following helpful instructions:

- Final *e* is always pronounced: Athene = a-THEE-neh.
- *Ch* is pronounced like *k*, never as in *church*.
- *C* is pronounced soft (like *s*) before *e* and *i* sounds: otherwise it is pronounced hard (like *k*): Polyneices = poly-NI-ses.
- The same applies to *g*; soft (as in *giant*) before *e* and *i* sounds, hard (as in *gate*) otherwise.
- *Th* is always smooth, as in *thigh*, never rough, as in *they*: Athene = a-THEE-neh.
- You can pronounce the vowels as in English, but you will be a little closer to the ancient pronunciation if you pronounce them as in Romance languages (Italian, Spanish, etc.).
- *Ae* and *oe* can be pronounced like *e*.
- General rules of accent:
  - If a name has two syllables, accent the first.
  - If a name has three or more syllables, then accent the second-to-last syllable. If a name is long, accent the third-to-last syllable.

Examples: Aeschylus = ES-kih-lus or EE-skih-lus, Aphrodite = ah-froh-DI-tee, Herodotus = heh-RAH-do-tus, Thermopylae = ther-MO-pih-lee, Thucydides = thoo-SIH-di-des



### INDEPENDENT READING LINK

#### Read and Connect

Find one or more peers who are reading an independent work by the same Greek author as you are. Together, create a trivia game like the one in Activity 4.8. Play the game with a small group.

# A Tragic Family

## ASSIGNMENT #6

ACTIVITY  
**4.8**

### Learning Targets

- Make inferences and predictions about how characters, conflicting motivations, and character relationships will advance a plot.
- Preview the play by learning background information about tragedy and Sophocles’s Theban plays.

### Analyzing Character Motivations

1. Read the brief character sketches from the plot of the tragedy *Antigone*. Work with a small group to analyze the motivations of three different characters by filling out the corresponding rows in the chart on the next page. Then join with another group to analyze the remaining characters and complete the chart.

#### Creon (kree-on)

Your nephews have killed each other in a battle over who should be king. You are now king and decree that one brother can be buried according to the customs of your land but the other cannot. You find out that someone has defied your rule.

#### Antigone (an-tig-o-knee)

You are the niece of Creon, the new king. Your brother has been killed in battle. The king has decreed that no one should bury him. You refuse to follow Creon’s decree and bury your brother.

#### Ismene (Is-may-nay)

You are Antigone’s sister. Your sister has committed a serious offense against the new king, something you would never do. One of your brothers has been buried lawfully; the other has not.

#### Haemon (Hay-mon)

You are engaged to marry Antigone. Your fiancée has buried her brother, which she has been forbidden to do by your father, King Creon.

#### The Chorus

The king has made a law. Someone you respect has broken that law for reasons you think are justifiable.

#### The Guard

Your job is to guard a corpse to make sure no one buries it. Someone buries the body, and you must report it to the king. Later, during a dust storm, you catch someone burying the body again. You take the person to the king.

**LEARNING STRATEGIES:**  
Discussion Groups, Graphic Organizer, Marking the Text

### My Notes

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### INDEPENDENT READING LINK

#### Read and Discuss

Complete a character chart like the one in Activity 4.8 for three of the characters from your independent reading text. Share your insights with a small group.

# A Tragic Family ASSIGNMENT #6

Character	Three adjectives to describe how you feel	Why do you feel this way?	What will you do?	Why do you think this is a <i>just</i> response?
Creon				
Antigone				
Ismene				
Haemon				
The Chorus				
The Guard				

My Notes

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