

## CP English 10

### Cluster 3: The Classic Tradition: Antigone (5 weeks)

\*Page numbers refer to *The Language of Literature* textbook unless otherwise noted.

\*Glossary of “Word to Know” begins on page 1270.

\*Underlined assignments can be found in the spiral-bound workbook.

#### Week 13

#### Introduction to the Play

*What do we possibly have in common with the people of Ancient Greece? Well, funny you should ask! Consider Antigone—an ancient Greek tragedy, written and performed in a specific cultural and historical context in classical Athens. True, this specific context influenced the way the play was written and the characters within it. But almost 2,500 years later, the play continues to investigate universal issues about humanity that have resonated with a variety of people throughout the centuries. The text thus has both ancient and modern aspects. As much as students should understand the ancient context of this play, you will also celebrate its ability to speak across time and space. And there, in a nutshell, is your answer!*

#### Objectives:

- Evaluate the cultural and historical context of Greek drama and its role in Greek society
- Read, listen, and speak for information and understanding
- Initiate and participate in collaborative discussions on issues and topics
- Infer motives of characters and predict events of the plot

- Do Citizens have different beliefs and come across situations causing them to evaluate their beliefs: some they are willing to die for and others they are willing to compromise. In the play *Antigone* all of the following beliefs are factors.

STEP 1: Individually or with a partner, give an example of each of these items from everyday life.

STEP 2: Rank them in importance.

“1” is most important (willing to die over it),

“6” is least important (would be most willing to compromise over it).

\_\_\_\_\_ **Loyalty** (the quality of remaining faithful to your friends, principles, country)  
**/obligation to family**

Example:

\_\_\_\_\_ **Obedience to civil laws**

Example:

\_\_\_\_\_ **Observance of religious laws**

Example:

\_\_\_\_\_ **Protection of personal dignity** (your sense of your own value or importance)

Example:

\_\_\_\_\_ **Freedom**

Example:

\_\_\_\_\_ **Protection of community/nation**

Example:

STEP 3: Discuss with a partner or two your rankings and examples; debrief responses as a group. Of, if you are working independently, write ½-1 full page, explaining why you ranked beliefs #1 and #6 in first and last place.

- Do Read Before Antigone There Was... and follow the directions at the top. Read Aristotle's Tragic Hero. Write six True/False questions (one for each numbered item) about Aristotle's ideas of a tragic hero. Exchange questions with a partner and answer (if in a group setting).
- View Opening scene of Antigone from the 1961 production starring Irene Papas: <http://www.youtube.com/watch?v=gOgBoIbG3Rg> (first 8 minutes; in Greek, with English subtitles). Discuss or write about Antigone's emotional state in the opening scene and why she might feel that way. Use specific evidence to support your explanation.
- pp. 1018-9 Read the "Preparing to Read" pages and review the complete cast of characters on p. 1021
- pp. 1022-5 Read *Antigone* "Prologue and Parados"
- Do Answer the questions for "Prologue and Entry Ode (Parados)" on the Antigone Guided Reading worksheet
- pp. 1026-31 Read *Antigone* "Scene 1"
- Do Answer the questions for "First Episode and Ode One" on the Antigone Guided Reading worksheet
- Read "South Africa After Ten Years of Freedom"  
Make a connection between oppressive practices long ago and those in the modern world. Select five of the practices and prepare a constructed response that addresses the following questions:
  1. What is unjust about each of the practices you selected?
  2. Why were these practices put in place?
  3. What were the penalties for violating these practices?
  4. How would your life today be different if any of these practices were legal here in the United States?

5. How are these practices similar to Creon’s speech in Scene 1 lines 8-50 forbidding the burial of Polyneices?

**Week 14**

**Antigone, continued**

*This week you will read Scene 2 as well as several additional readings. In addition, you will complete numerous written activities.*

Objectives:

- Apply strategies for reading classical drama, including rereading, using resources, and visualizing
- Support interpretations of literature through textual references
- Recognize and interpret vocabulary idioms, figurative language, and allusions to Greek mythology

- pp. 1032-40 Read Scene 2
- Do Answer the questions for “Second Episode and Ode Two” on the Antigone Guided Reading worksheet
- Read The poems “If We Must Die” and “Invictus” following the TPCASTT format for poetry analysis outlined below. Copy the bold-faced words for each poem and then write the analysis that is asked of you.

<b>Title:</b> What predictions can you make from the title? What are your initial thoughts about the poem? What might be the theme of the poem?
<b>Paraphrase:</b> Summarize the poem in your own words.
<b>Connotation:</b> What is the connotative meaning of the poem? Find examples of imagery, metaphors, similes, etc. and elaborate on their connotative meanings.
<b>Attitude:</b> What attitude does the poet have toward the subject of the poem? Find and list examples that illustrate the tone and mood of the poem.
<b>Shift:</b> Is there a shift in the tone/attitude of the poem? Where is the shift? What does the tone shift to?
<b>Title:</b> Revisit the title and explain any new insights it provides to the meaning of the poem.
<b>Theme:</b> What is the overall theme of the poem?

- Write Based on the insight you have gained from analyzing both poems, which poem best represents Antigone? Compose an argumentative paragraph in response to this question. Begin with a **Topic Sentence** that answers the question and tells why (overall). Present **specific evidence** from the play that supports your argument. **Explain/comment** on how the evidence connects Antigone to the theme of the poem (2 sentences). Present **another quote or paraphrase (specific evidence)** from the play that supports your argument. **Explain/comment** on how the evidence connects Antigone to the theme of the poem (2 sentences). Write a **concluding sentence** or 2 that sums up

your argument and your analysis of Antigone as viewed through the angle of the poem. Note: this is a highly organized paragraph of not less than 8 sentences nor more than 9.

- Write Choose one of the following journal topics and write a complete and thoughtful response.

So far in the play we have seen two types of law/justice contrasted: divine or religious law vs. the laws of men and/or governments. We know which one Antigone thinks is more important (see her speech on p. 1035 for a reminder). Which type of law/justice takes precedence for you: divine or state? Explain giving at least one example from your personal knowledge or experience.

**OR**

Determination is a nearly universal character trait amongst the cast of Antigone. Despite the important role of fate in the lives of the characters, Creon, Antigone, Ismene, are all driven, at times stubbornly, to pursue their goals. A reasonable degree of determination is healthy and admirable; excessive determination is linked to too much pride and can be a fatal flaw. Connect the determination displayed by the characters in Scene 2 to an example from your personal knowledge or experience. To what extent is determination an asset? To what extent is it a hindrance?

- Read To better understand why burying her brother is such a big deal to Antigone, read the article “Funerary Practices: Greek Burial and Lamentation Rituals.”
- Do Answer the questions the go with the reading on the Ancient Greek Burial Rites sheet in your spiral

## **Week 15**

### **Antigone, finish**

*This week you will conclude reading the play with Scenes 3, 4 & 5. You should also try to watch the complete film rendition of Antigone online (free!). All plays were written to be performed, and watching the production will surely increase your understanding of and appreciation for the play.*

Objectives:

- Analyze characterization
- Support interpretations of literature through textual references
- Explain how mythological allusions contribute to the meaning of the text
- Trace the theme of the play and analyze its development over the course of the text

- pp. 1041-6 Read Scene 3
- Do Answer the questions for “Third Episode and Ode 3” on the Antigone Guided Reading worksheet
- pp. 1047-51 Read Scene 4 once through for initial meaning. Then engage in close reading of the scene as directed below:

**Re-read lines 15-20 and 26-32:** The queen of Thebes' children were killed by the gods because she had boasted that she was greater than a goddess. After their deaths she was turned to stone but continued to shed tears. How does Antigone's reference to this woman shed light on her own situation?

**Re-read lines 11—14 and 33-36:** How does the chorus view Antigone's punishment for her act of conscience and loyalty?

**Ode 4:** read the right-hand margin notes giving background information about Danae, King Lycurgus, the Muses, and King Phineus. Conduct brief Internet research to learn more about these mythological characters if warranted. What insights into Antigone's situation do you get from the myths that this ode alludes to?

- Do Answer the questions for "Fourth Episode and Ode 4" on the Antigone Guided Reading worksheet
- pp. 1052-60 Read Scene 5
- Do Answer the questions for "Fifth Episode and Ode 5 (Exodus)" on the Antigone Guided Reading worksheet
- p. 1061 Write answers to "Thinking Through the Literature" questions 1, 2, 3 & 4
- p. 1063 Do "Grammar in Context: Inverted Sentences" Exercise
- View If possible, watch the rest of the film production of Antigone online: <http://www.youtube.com/playlist?list=PLAOPFOK6KH4NQmpR-Ximpk-HCIHtoan0c>  
The film is presented in eight 10-minute segments, the first one of which you have already viewed. Therefore, allow close to one and a half hours to watch the rest of the film.
- Write Choose one of the following journal topics and write a complete and thoughtful response that references the characters and/or conflicts in the play *Antigone*.

What does it mean to be a good family member? Does meaning shift depending on if you are a mother, father, sister, brother, or uncle?

OR

Where does authority come from? How should the sources of authority determine punishment and praise?

- Find the Antigone Personal Experience Topic Choices page in your spiral. Choose one of letter-writing topics and begin drafting your letter. The letter is due in 2 weeks.

## Week 16

### Antigone: After the Play

*This week you will be wrapping up your analysis of the play and writing an argumentative essay! Fun ☺*

Objectives:

- Write an argument to support a claim in an analysis of a text which has been carefully read
- Cite strong textual evidence to support claims
- Develop and strengthen writing as needed by planning, revising, and editing

- Do Aristotle's Tragic Hero comparison chart with a partner or small group or as directed by teacher
- Write Prompt: Suppose you are a critic and you want to convince people that the true tragic hero of *Antigone* is (a) Antigone or (b) Creon. Because Aristotle's theories are the ones that most people today still accept, you will have to base your interpretation on Aristotle's view of tragedy and the tragic hero. Present your own views and support your argument with evidence from the play (a quote or summary of action in a scene). Be sure to cite any information from the play by listing the scene and specific lines being referred to, even if you only summarize and not quote directly.

Let's back track a little bit. A tragic hero is usually a noble and influential person who meets destruction because of a personal flaw and the opposition of others. Who do you consider the tragic hero, Antigone or Creon?

Both characters fit the definition. Antigone's excessive pride leads her to defy Creon. Creon's stubbornness and obsession with power keep him from taking good advice and lead to the destruction of his family. Decision time! Consult your comparison chart.

#### **Possible Essay Outline**

- I. Introduction
  - A. Introduction
    1. Character that could be a tragic hero from Sophocles' *Antigone*
    2. Criteria for a tragic hero
  - B. Thesis: State the extent to which the character you have chosen is a tragic hero and what effect that has on the play (or the audience).
- II. Personal Qualities
  - A. Noble Class\*
  - B. Highly Renowned\*
  - C. Prosperous\*
- III. Fall
  - A. Possesses a flaw\*
  - B. Downfall is a result of his or her own action\*
- IV. Suffering

- A. Recognizes his/her error and accepts the tragic consequences\*
- B. Effect on audience: catharsis
  - 1. Pity (sympathy)\*
  - 2. Fear (tension)\*
- V. Conclusion: effectiveness of the tragedy

Be sure to use examples and quotations from *Antigone* for each of the starred items to support your analysis.

The final draft of the essay is due at the end of Week 17.

## **Week 17**

### **Antigone: Beyond the Play**

*This week you will gather all of your learning from this reading experience and channel it into some final thinking. You will also continue to work on your argumentative Tragic Hero essay.*

- Do Thoughts on the Law activity as directed by teacher. If you are in group setting, follow the directions to:

- 1) Explain, agree or disagree, and connect individually
- 2) Compare and discuss in groups
- 3) Present your ideas about two of the quotations to the group

If you are completing the course independently, make appropriate adjustments.

- Read “Cindy Sheehan: American Antigone”

Guiding Question: *What is the role of civil disobedience today?*

- Do Answer for both Cindy Sheehan and Antigone:

- When and where did the person’s act(s) of civil disobedience take place?
- What specific societal issue(s) inspired him/her to commit civil disobedience?
- How much recognition (or notoriety) did the person receive as a result?
- When viewed in hindsight, how successful were the actions? Was there a change in policy as a result? Did the acts bring the issues into focus for the public?

□ Do

Mini-Research: How successful were the followers of ant-Iraq war activist Cindy Sheehan in generating a meaningful discussion about the conflict's legitimacy? Present your findings in any written, oral or multi-media format that you choose.