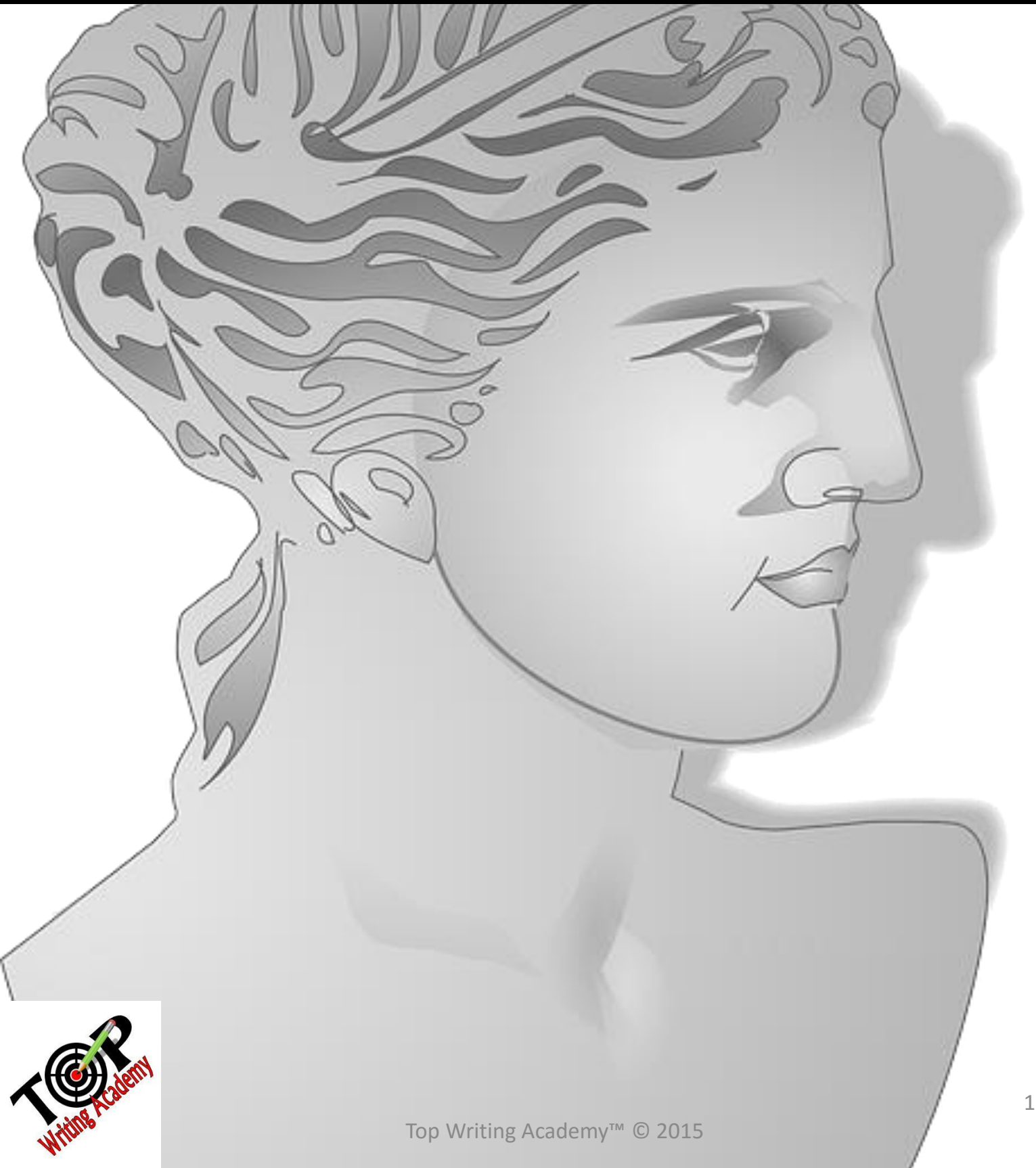


Antigone Prologue: Foil Character and Appeals



HOW TO BEST USE THIS RESOURCE

We appreciate your purchase of this “TOP Writing Academy” product. Use the guidelines below to maximize the effectiveness of this resource in the classroom.

INCLUDED WITH THIS PACKET

Terms of Use
PPT Lecture
Graphic Organizers
Student Exercises

CCSS Alignment
Student Notes
Blooms Taxonomy Questions

TEACHER’S GUIDE

<p>Direct Instruction</p>	<p>Use the PPT Lecture and student Notes to lecture and discuss the elements of narrative characterization and rhetoric. Have students fill in the chart as the listen to the foil character video.</p> <p>https://www.youtube.com/watch?v=4gQ_t1r4gU</p>
<p>Guided Practice</p>	<p>Use the PPT and Student Note Sheet to facilitate student exercises.</p> <ol style="list-style-type: none"> 1. Compare and Contrast Antigone and Ismene using STEAL WHEEL Charts and Guided Questions/Charts for comparison 2. Have students fill in the charts and answer questions regarding the split picture portrait of Ismene and Antigone 3. Hypothetical Interview exercise (have them create the interview answers in groups of 2-3) 4. Have students in fill in the Rhetorical Situation Chart for Antigone Prologue 5. Rhetorical Analysis of each quotation of from the Prologue.
<p>Independent Practice</p>	<p>Use the prompts to evaluate student understanding of:</p> <ol style="list-style-type: none"> 1. Sophocles use of characterization and foil character 2. The rhetorical situation in the Prologue 3. Antigone’s use of rhetorical appeals for persuasion.

Contact us at topwritingacademy@gmail.com with any questions you may have.

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CCSS Standards Alignment

Direct Instruction

CCSS.ELA-LITERACY.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

CCSS.ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Guided Practice Exercises

CCSS.ELA-LITERACY.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

CCSS.ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Independent Practice

CCSS.ELA-LITERACY.W.9-10.2.A

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.9-10.2.C

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).



Antigone Prologue

Name: _____ Period: _____

Characterization Foil Characters

Types of Literary Characters

	<p>PROTAGONIST: The main character of a narrative, the character that engages the primary conflict, often the hero of the story.</p>		<p>ANTAGONIST: The character or element within a narrative that stands against the protagonist, often considered the villain of the story, often represents the opposition in the primary conflict of the narrative.</p>
	<p>ANTI-HERO: A major character, usually the protagonist, who lacks nobility and is not typically admired. Though they are not heroic, they are the center of the story and must overcome conflicts to meet their goal.</p>		<p>ROUND CHARACTER: A complex character that possesses many diverse traits.</p>
	<p>FLAT CHARACTER: A simple character that exhibits a one dimensional personality.</p>		<p>DYNAMIC CHARACTER: A character that undergoes significant change over the course of the narrative.</p>
	<p>STATIC CHARACTER: A character that remains the same over the course of the narrative.</p>		<p>FOIL CHARACTER: A character that stands in sharp contrast to another character (usually the protagonist) to emphasize certain traits in the protagonist.</p>

Authors develop these characters through what's called:

“Narrative Characterization”: The methods an author uses to develop their characters.

Direct Characterization

Indirect Characterization



Antigone Prologue

Name: _____ Period: _____

Characterization Foil Characters

Narrative Characterization

DIRECT CHARACTERIZATION: When the author TELLS the audience what the personality of the character is.

INDIRECT CHARACTERIZATION: When the author SHOWS attributes that reveal the personality of the character.

STEAL WHEEL

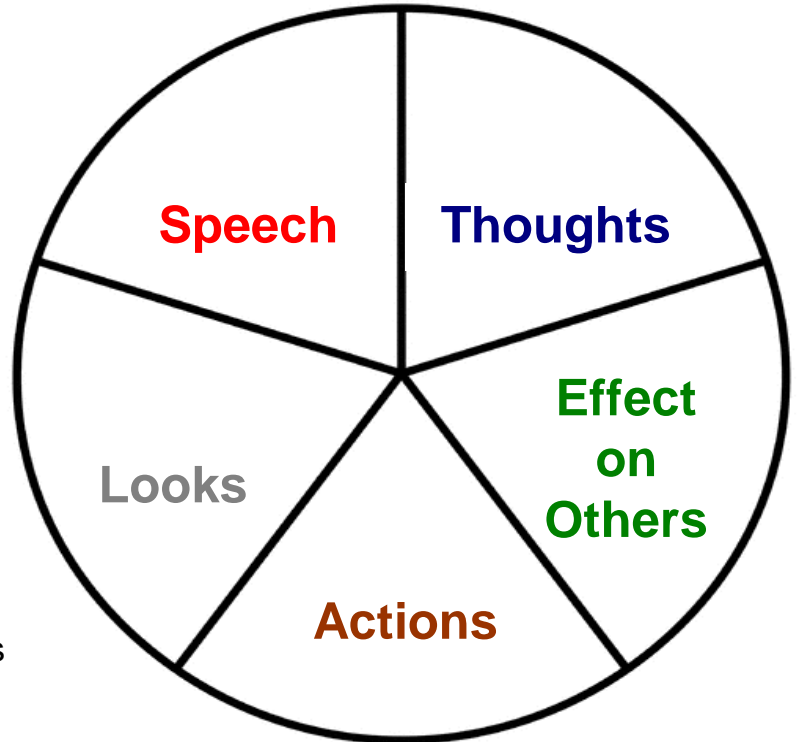
SPEECH: What does the character say? How do they speak? What is revealed in dialogue?

THOUGHTS/EMOTIONS: What is revealed by their personal thoughts? What do they think of others, circumstances, and events surrounding them?

EFFECT ON OTHERS: How do others react to the character? What impact does the character have on others?

ACTIONS: What does the character do? How do they behave? What are the consequences of their actions?

LOOKS: What are their distinguishing characteristics? How do they dress?



FOIL CHARACTER LISTENING EXERCISE

3 THINGS I LEARNED

3 QUESTIONS I HAVE

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Antigone Prologue

Name: _____ Period: _____

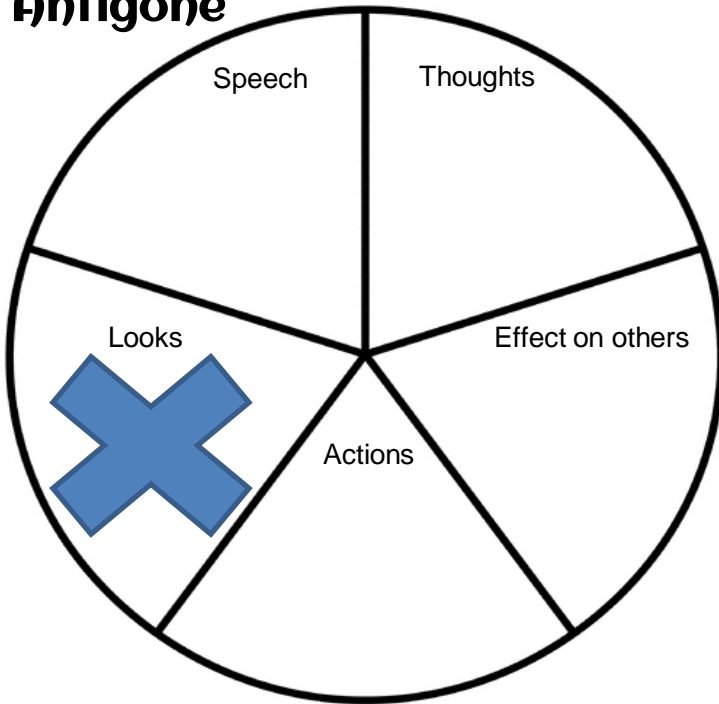
Characterization Foil Characters

CCSS.ELA-LITERACY.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

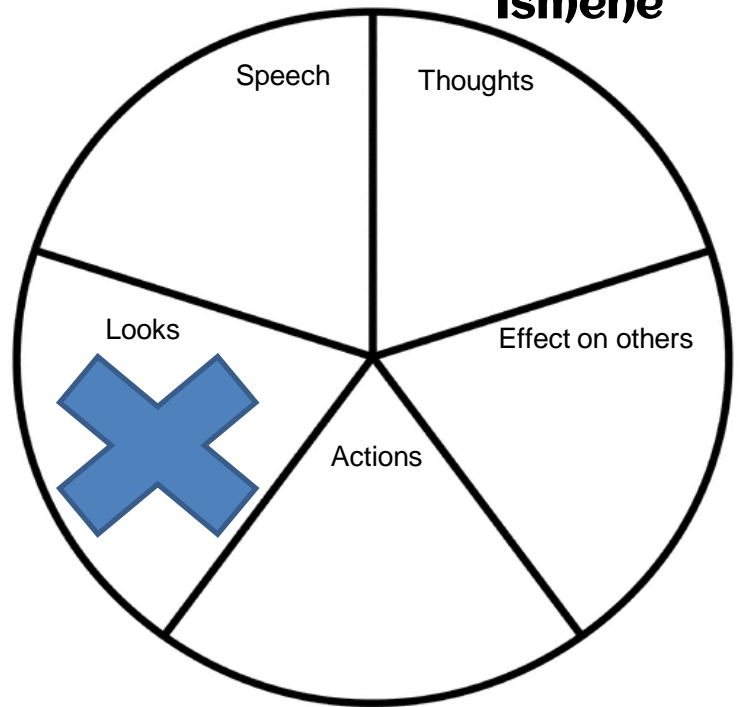
Indirect Characterization Exercise

As we read, use the two "STEAL" WHEEL diagrams below to analyze the personalities of Antigone and Ismene within the prologue. Record in each space what you learn about each character within each category.

Antigone



Ismene



Describe Antigone's Personality in 2-3 Sentences

Describe Ismene's Personality in 2-3 Sentences

Chart the similarities and differences between Antigone and Ismene as revealed in the Prologue

Antigone Differences	Similarities	Ismene Differences



Antigone Prologue

Name: _____ Period: _____

Characterization Foil Characters

CCSS.ELA-LITERACY.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

Indirect Characterization Exercise

Look at the picture below and compare it to what you have learned from the Prologue. Which side do you believe is meant to represent Antigone and which represents Ismene? Record the details from the picture that point to each character

Character:

Picture Details



Character:

Picture Details

FOIL CHARACTER ANALYSIS

What specific characteristics does the use of Ismene as a foil character highlight or emphasize about the character Antigone? How does this reflect the personality of a Greek Tragic Hero?

How does the interaction of foil characters in the prologue impact the reader's opinions or feelings toward Antigone?



Antigone Prologue

Name: _____ Period: _____

Characterization Foil Characters

CCSS.ELA-LITERACY.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Antigone & Ismene Interview Exercise

Use the template below to create a hypothetical interview of Antigone and Ismene. Use what you have learned from your character analysis to anticipate and portray their possible answers to our essential questions for quarter one.

What does it mean to be an individual in society?

Antigone	Ismene

What is more important-- belonging to a group or being an individual?

Antigone	Ismene

What is the responsibility of the individual?

Antigone	Ismene

Which takes precedence- the rights of the individual or one's responsibility toward society?

Antigone	Ismene



Antigone Prologue

Name: _____ Period: _____

Use of Rhetoric

Rhetoric:
The effective use of language to achieve a designed purpose

What kind of purpose are we talking about?

Explain/Inform: to objectively give instructions, compare/contrast, share cause and effects, inform about new information

Descriptive: use figurative and sensory language to paint a picture in one's mind

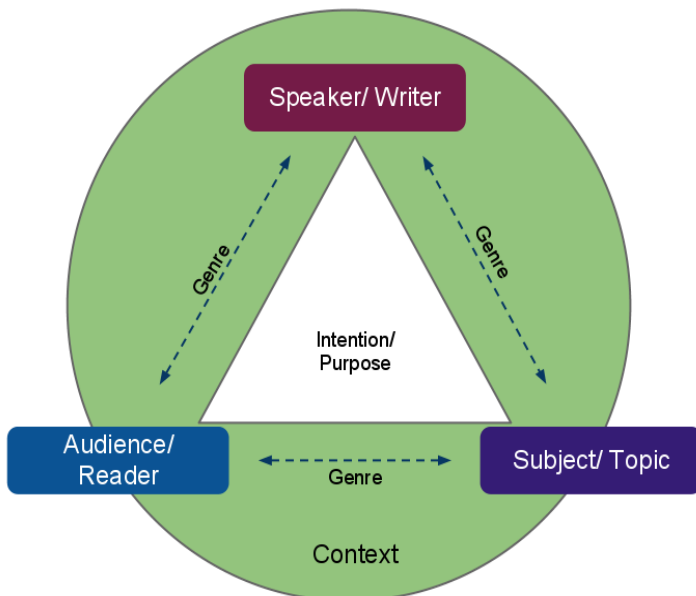
Narrative: sharing personal or fictional anecdotes and/or stories with a plot.

Persuasive/Influence: using a variety of appeals to influence another to accept/join your position or point of view on an issue.

Rhetoric is the art of ruling the minds of men.
-Plato-

Rhetorical Situation: All use of language exist within a "Rhetorical Situation" (the situation in which purposeful language is used). The components, or working pieces of this situation, are illustrated in the "Rhetorical Triangle" and can be outlined by the acrostic "S.O.A.P.S."

Rhetorical Triangle



Rhetorical Situation

Speaker: the voice, viewpoint, values, and tone brought to the text by author.

Occasion/Context: the broad and immediate circumstances that prompted the writing of the text.

Audience: the values and needs of the person or group addressed by text.

Purpose: the specific goal of the text or intended impact on the audience.

Subject: the broad and specific topic addressed within the text.



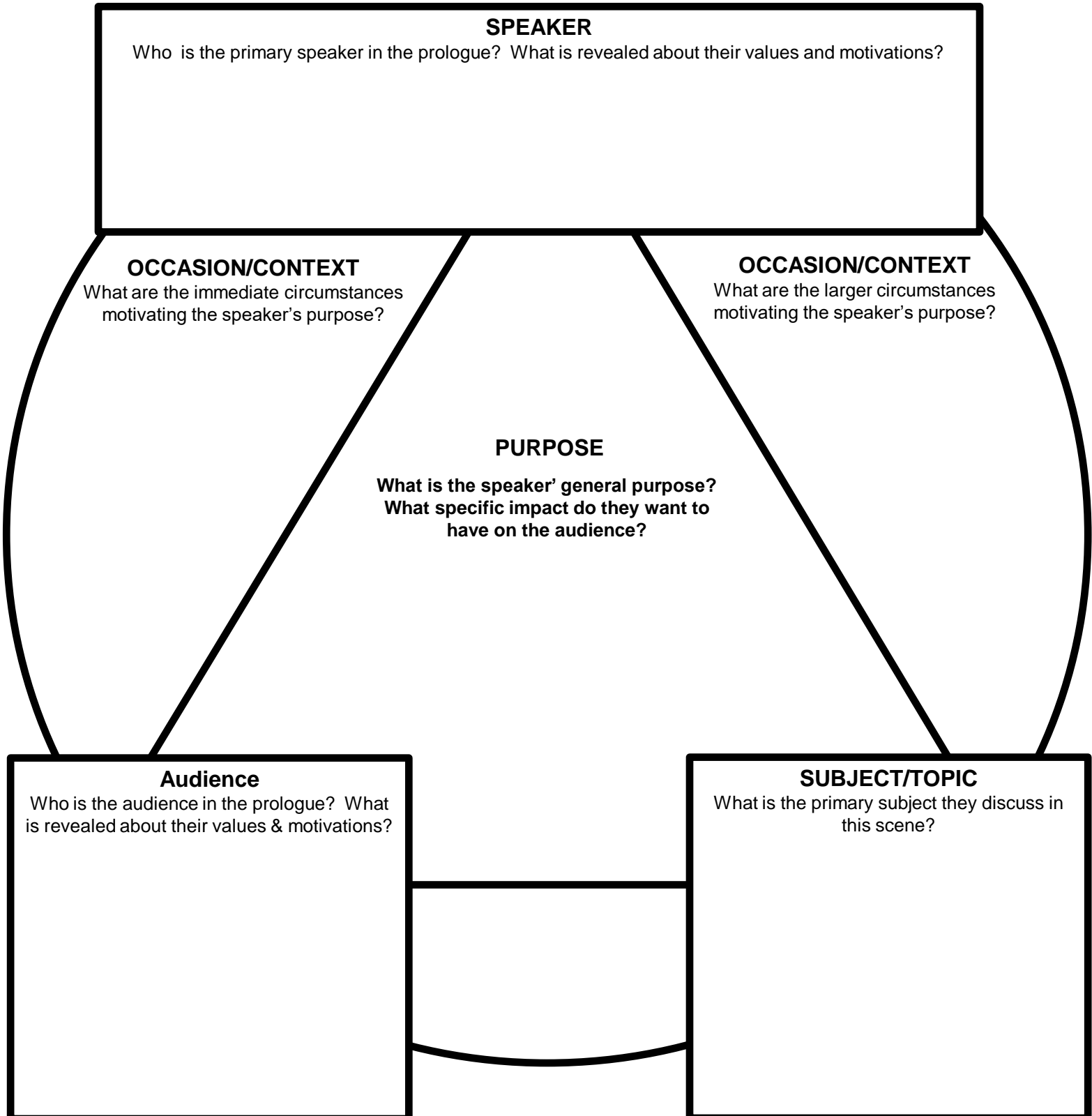
Antigone Prologue

Name: _____ Period: _____

Use of Rhetoric Rhetorical Situation

RHETORICAL SITUATION

Use the chart below to outline the rhetorical situation that exists in this section of the play





Antigone Prologue

Name: _____ Period: _____

Use of Rhetoric Rhetorical Appeals p 1

An analysis of the rhetorical situation reveals that Antigone is attempting to persuade her audience, Ismene, to join her in breaking Creon's law by helping her bury their brother Polyneices. Examine the passages below to determine what type of rhetorical appeals/techniques she employs in the conversation.

Ethos

Appeal to credibility,
character and ethics

Pathos

Appeal to emotions

Logos

Appeal to logic and reason

ANTIGONE:

Creon buried our brother Eteoclês
With military honors, gave him a soldier's funeral,
And it was right that he should; but Polyneicês,
They fought as bravely and died as miserably,--
They say that Creon has sworn
No one shall burry him, no one mourn for him,
But this body must lie in the fields, a sweet treasure
For carrion birds to find as they search for food.
That is what they say, and our good Creon is coming here
To announce it publicly; and the penalty —
Stoning to death in the public square.
There it is,
And now you can prove what you are:
A true sister, or a traitor to your family.

ANTIGONE:

If that is what you think,
I should not want you, even if you asked to come.
You have made your choice, you can be what you want to
be.
But I will bury him; and if I must die,
I say that this crime is holy: I shall lie down
With him in death, and I shall be as dear
To him as he to me.
It is the dead
Not the living, who make the longest demands:
We die for ever...
You may do as you like
Since apparently the laws of the god mean nothing to you.

ISMENE:

They mean a great deal to me, but I have no strength
To break laws that were made for the public good.

ANTIGONE:

That must be your excuse, I suppose. But as for me,
I will bury the brother I love.

ISMENE:

Antigone,
I am so afraid for you!

ANTIGONE:

You need not be:
You have yourself to consider, after all.



Antigone Prologue

Name: _____ Period: _____

Use of Rhetoric Rhetorical Appeals p 2

An analysis of the rhetorical situation reveals that Antigone is attempting to persuade her audience, Ismene, to join her in breaking Creon's law by helping her bury their brother Polyneices. Examine the passages below to determine what type of rhetorical appeals/techniques she employs in the conversation.

Ethos

Appeal to credibility,
character and ethics

Pathos

Appeal to emotions

Logos

Appeal to logic and reason

ISMENE:

But no one must hear of this, you must tell no one!
I will keep it a secret, I promise!

ANTIGONE:

Oh tell it! Tell everyone
Think how they'll hate you when it all comes out
If they learn that you knew about it all the time!

ISMENE:

But can you do it? I say that you cannot.

ANTIGONE

Very well: when my strength gives out, I shall do no more.

75

ISMENE:

Impossible things should not be tried at all.

ANTIGONE:

Go away, Ismene:

I shall be hating you soon, and the dead will too,
For your words are hateful. Leave me my foolish plan:
I am not afraid of the danger; if it means death, 80
It will not be the worst of deaths —death without honor.



Antigone Prologue

Name: _____ Period: _____

Writing Exercise

Explain how Sophocles used indirect characterization and Ismene as a foil character to emphasize specific characteristics within Antigone and set her up as a Tragic Hero.



Antigone Prologue

Name: _____ Period: _____

Writing Exercise

Explain how Antigone uses rhetorical appeals in her attempt to persuade Ismene to join her in breaking the law and burying Polyneices.