Senior English

Understanding *Antigone*

We’re going to use some class time today to get started on discussing Antigone. I am asking that you answer the prompts below with your group—use a google doc to capture your ideas and use evidence to support your claims.

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| --- | --- | --- | --- |
| Character | Traits | What the character say/does (use evidence) | What others say about the character  (use evidence) |
| Antigone |  |  |  |
| Creon |  |  |  |
| Ismene |  |  |  |
| Haemon |  |  |  |
| Tiresias |  |  |  |

* Characterize Creon & Haemon’s relationship. How does their relationship relate to other parent-child relationships we have looked at this semester?
* The Chorus appears several times throughout the play. Choose one of these sections and explain its significance. What is the Chorus saying? What imagery do you find? What might be the importance of this? What does this section add to the play?
* In what ways is Creon right in his thinking, and in what ways is he wrong?
* In what ways is Antigone right in her thinking, and in what ways is she wrong?
* In what ways does political rule enable and inhibit personal liberty and responsibility?
* Do Antigone’s actions affect the overall civic order of Thebes? How?
* Discuss the connections between *Antigone* and “Letter from Birmingham Jail.”