

Antigone

Sophocles (tr. F. Storr)

How does the chorus make human intelligence seem both admirable and dangerous?

TOTAL TIME	TUMBLETA PASSAGE LOCATION
30 minutes	Chorus - "Many wonders" ode

TEACHER SETUP

Open the work in the Enhanced Reader and cue the span using the START and END anchors below.

START	Many wonders there be, but naught more wondrous than man;
END	But the good in his house and in city, who walks in the way of law and the justice of heaven.
PASSAGE ID	sec-antigone-wonders-01

THE MOVE

Track a praise passage until the text introduces a condition that limits the praise

WHY THIS PASSAGE

The ode accumulates examples of human ingenuity - seafaring, farming, hunting, speech, social order - and initially sounds celebratory. But the ending makes skill morally conditional: cleverness can serve either law and justice or reckless wrongdoing. Human power is therefore impressive without being automatically good.

MARK

Underline achievements the chorus attributes to humans. Circle language of skill, invention, or mastery. Box the turn from ability to moral judgment near the end. Mark the two paths the chorus contrasts.

NOTICE

- What kinds of problems can human skill solve?
- When does the chorus stop simply praising ingenuity?

- What determines whether human cleverness deserves honor?

THINK

Answer provisionally: How does the chorus make human intelligence seem both admirable and dangerous? Choose the strongest interpretation you can defend from this passage alone.

WRITE

Write a short evidence-based response. Use at least two details from the assigned passage and explain how they support your interpretation.

CLOSE

Name the single detail that most changed or sharpened your interpretation, and say why.

STRONG ANSWER

The chorus admires human intelligence because it overcomes natural limits and creates language, tools, and social life. Yet the ending refuses to equate ability with goodness: the same cleverness becomes dangerous when separated from law and justice.

EVIDENCE

Use one example of human mastery and the closing moral condition placed on that mastery.

WATCH FOR

Do not summarize the ode as “humans are amazing.” Its instructional value is the turn that separates technical power from ethical use.

SOLO

Read independently.

SUPPORTED

Narration + highlighting.

LISTENING

Listen; same evidence task.

STUDENT PAGE • GRADE 10 • LESSON 302

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WORK	Antigone
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TUMBLETA PASSAGE LOCATION	Chorus - “Many wonders” ode
PASSAGE ID	sec-antigone-wonders-01

Your teacher will open or cue the work in the Enhanced Reader. Use the location and verbatim anchors below to confirm the assigned span.

START

Many wonders there be, but naught more wondrous than man;

END

But the good in his house and in city, who walks in the way of law and the justice of heaven.

READ / LISTEN TO THE ASSIGNED PASSAGE SOLO: read independently. SUPPORTED: use narration and highlighting. LISTENING: listen to the assigned passage. The question and evidence task stay the same.

1. MARK Underline achievements the chorus attributes to humans. Circle language of skill, invention, or mastery. Box the turn from ability to moral judgment near the end. Mark the two paths the chorus contrasts.
2. NOTICE What kinds of problems can human skill solve? When does the chorus stop simply praising ingenuity? What determines whether human cleverness deserves honor?
3. THINK Answer provisionally: How does the chorus make human intelligence seem both admirable and dangerous?
4. WRITE Write a short response using at least two pieces of evidence from this passage.
5. CLOSE Name the single detail that most changed or sharpened your interpretation, and say why.