UPLIFTING EDUCATION

CONNECTED LEARNING SERIES

WORLD LITERATURE & WRITING



ANSWER KEY

Examples, Explanations & Learning Resources

Model responses, explanations, and helpful resources
to support your learning and growth as a reader and writer.

WORLD LITERATURE & WRITING ANSWER KEY

HOW TO USE THE ANSWER KEY

Complete your assigned work before consulting these answers. Compare your response with the model answer, correct misunderstandings, and improve your reasoning or use of evidence when needed. Many literary interpretations have more than one defensible answer.

These examples are for student self-correction. Keep your work and revisions available for the regular two-week parent review. Your parent or teacher evaluates the graded writing and Level Challenges. Optional AI Writing Coach links are provided with the relevant assignments in the Student Guide and in the Level Challenge sections of this Answer Key.

ABOUT THIS SAMPLE

A glimpse of how students build literary understanding through careful reading, examples, and self-correction. This excerpt includes the complete Answer Key guidance for Weeks 11–12 of World Literature & Writing.

WHAT YOU WILL FIND IN WEEKS 11–12

WEEK 11 | NOTICE & PREPARE	WEEK 12 | CONNECT & REVISE
Examine characters' responses to warnings, then develop a thesis and supporting evidence for Level 1.	Consider the play's conclusion, review the Level 1 essay, and explore optional AI Writing Coach support.

HOW TO USE THE MODEL RESPONSES

01 **Compare** Read your own response first. Use the example to check understanding and evidence, not to copy its wording.

02 **Think** Notice why the example is persuasive, and consider whether a different interpretation could also be supported.

03 **Revise** Correct misunderstandings or strengthen your explanation when needed. The goal is growth, not matching a single model answer.

This is an Answer Key excerpt, not a replacement for the Student Guide. Students use the assigned readings and directions in their Student Guide before checking these examples.

Weeks 11–12

Antigone: Consequences, Wisdom & the Courage to Reconsider

> These examples illustrate possible interpretations. Your answers may differ when supported by the play.

WEEK 11

READING & EVIDENCE: TWO WARNINGS OR CHALLENGES

The task is to choose two important warnings or challenges directed toward a character. For each, identify who gives it, the concern or argument, the recipient's response, and what that response reveals. The examples below illustrate several valid choices. You do not need to use the same examples.

Example 1: Haemon challenges Creon (Scene 6)

WHO GIVES THE WARNING: Haemon, speaking to his father, Creon.

CONCERN OR ARGUMENT: Haemon believes Creon should listen to the people and reconsider Antigone's sentence. He explains that respect does not require silence and that a good leader can learn from others. One useful line is: "Yielding to good counsel is not the same as surrendering your duty."

CREON'S RESPONSE: Creon treats Haemon's advice as a challenge to his authority. He asks whether a young man should correct the king and accuses his son of choosing Antigone over him.

WHAT TO NOTICE: Haemon presents listening as part of responsible leadership, while Creon interprets disagreement as disloyalty. The exchange shows how pride and fear of losing authority can keep a leader from considering useful advice.

Example 2: The Chorus challenges Antigone (Scene 7)

WHO GIVES THE CHALLENGE: The Chorus, addressing Antigone during her farewell.

CONCERN OR ARGUMENT: The Chorus acknowledges her courage but suggests that her fierce spirit may also have contributed to her situation: "Perhaps that same fierce spirit has brought you here."

ANTIGONE'S RESPONSE: She asks, "Do you think I do not wonder?" She reflects on her situation but still believes honoring her brother was a duty. Later, she admits, "Perhaps I am proud," while observing that others also had choices.

WHAT TO NOTICE: Antigone does not surrender her conviction, yet her questions and grief reveal self-reflection and vulnerability. You may reasonably evaluate her choices differently but distinguish her actual words from a simple label such as fearless or stubborn.

Another possible example: The Chorus questions Creon (Scene 6)

After Creon orders Antigone sealed in a stone chamber, the Chorus asks, “You mean to leave her living in a tomb?” Creon replies, “My sentence stands.” This brief exchange shows his refusal to reconsider the sentence, even when the consequences are stated plainly.

LITERARY ANALYSIS TOOLKIT

CHARACTERIZATION THROUGH RESPONSE

The literary skill is to explain what a response reveals, not merely repeat what was said. For instance, “Haemon warns Creon, and Creon refuses” summarizes the scene. A developed interpretation explains that Creon hears respectful counsel as a threat, revealing a weakness in his judgment as a ruler.

SELF-CHECK: Did I identify the speaker and scene, describe the concern accurately, explain the recipient’s response, and connect that response to judgment, pride, or responsibility? If my response only summarizes the exchange, I can revise it by adding what the reaction reveals about the character.

LEVEL 1 PREPARATION: CHECK YOUR PLAN

After preparing your Week 11 thesis, supporting points, and evidence, use this example to see how a plan can lead to an analytical essay. It is not a required position or an additional assignment. Your plan may take a different direction.

Sample plan for Option B: Authority and Judgment

WORKING THESIS: Creon wants to protect Thebes, but his fear of appearing weak leads him to treat thoughtful disagreement as disloyalty, making it harder to correct his decisions.

SUPPORTING POINTS: (1) Creon believes firm laws protect the community. (2) He dismisses objections to his decree. (3) His exchange with Haemon reveals the danger of refusing respectful counsel.

THREE SPECIFIC REFERENCES: Scene 2, Creon defends order and his decree; Scene 4, Creon challenges Antigone and rejects her distinction between burial and reward; Scene 6, Haemon explains that listening to advice can strengthen a ruler, but Creon hears rebellion.

BRIEF OUTLINE: Introduce the conflict and thesis. Explain Creon’s initial sense of duty. Examine his responses to Antigone and Haemon. Conclude by explaining how his reactions deepen the conflict. Reconsider and revise this plan after reading Week 12.

WHAT TO NOTICE: A useful plan does more than list events. Each supporting point explains the thesis, and each scene provides evidence to analyze. Other reasonable interpretations and organizations are possible.

SELF-CHECK: Does my thesis make a claim about the play? Have I chosen two or three related supporting points and at least three specific references? Can I explain how each reference supports my claim? I can update this plan when I know the ending.

WEEK 12

OPEN OPTIONAL AI WRITING COACH: LEVEL 1 OBSERVE

READING & EVIDENCE: TWO MEANINGFUL MOMENTS FROM THE CONCLUSION

Choose two moments that significantly develop your understanding of the play. For each, identify the speaker or event, a specific textual reference, and why it matters. At least one should deepen an idea introduced earlier. These are examples to learn from, not answers you must copy.

Example 1: Tiresias warns Creon, and Creon reconsiders (Scene 9)

TEXTUAL REFERENCE: Tiresias tells Creon, "A ruler may make an error. The wiser ruler admits it and repairs the harm." Creon initially questions Tiresias's motives. After the Chorus urges him to listen, he finally agrees to release Antigone and bury Polyneices.

WHAT TO NOTICE: This develops the concern raised earlier by Haemon in Scene 6: sound leadership includes the willingness to consider advice. Creon's change shows a beginning of humility, but the delay makes his earlier refusal important to the tragedy.

Example 2: The messenger reports the cost of delay (Scene 10)

TEXTUAL REFERENCE: The messenger explains that Creon reversed his order but arrived too late: Antigone had died, and Haemon died soon afterward. Eurydice observes that the king had come to reverse the sentence but the two were already lost.

WHAT TO NOTICE: The tragic outcome demonstrates why the timing of a decision matters. Understanding what is right after irreversible harm has occurred cannot undo the consequences. You might connect this moment to the earlier warnings about pride and the need to listen.

Example 3: Creon recognizes his failure, and the Chorus closes the play (Scene 11)

TEXTUAL REFERENCE AND SIGNIFICANCE: Creon admits that he treated his son's advice as disobedience and feared appearing weak. The Chorus concludes that a good life requires wisdom, humility, and care in using power. These moments deepen the play's earlier conflict between firmness and responsibility. Creon's suffering does not erase his choices, but his recognition helps the audience understand their consequences.

SELF-CHECK: Have I chosen meaningful rather than merely dramatic moments? Can I explain how each supports an idea about the whole play? Have I connected at least one observation to something established earlier? Other well-supported examples are valid.

LEVEL CHALLENGE 1: OBSERVE

There is no single required interpretation for the Level 1 essay.

The following examples illustrate possible directions.

Option A: Conviction and Responsibility

One possible argument is that Sophocles portrays conviction as admirable when it enables a person to act despite danger, but potentially destructive when certainty prevents someone from recognizing other responsibilities.

Evidence might include Antigone's defense of her actions, Creon's insistence on his decree, and the warnings offered later in the play.

Option B: Authority and Judgment

One possible argument is that Creon's failure is not simply that he holds authority, but that he becomes unwilling to evaluate advice and reconsider the consequences of his decisions.

Evidence might include his explanation of the decree, his exchanges with Haemon, and his response to Tiresias.

Option C: Character and Consequences

One possible approach compares Antigone and Creon, explaining how their different understandings of responsibility shape the conflict.

A strong essay would consider the complexity of both characters and avoid reducing the play to an uncomplicated contest between good and evil.

LEVEL 1 SELF-REVIEW

When referring to the Week 9–12 Antigone selections, identify the speaker and scene. Quote the wording of the modern-English adaptation provided in the weekly lessons.

Before submitting your essay, ask:

1. Does my thesis make a meaningful interpretation of the play?
2. Have I used at least three relevant textual references?
3. Have I explained how those details support my argument?
4. Have I considered the consequences and later developments of the play?
5. Are my supporting paragraphs connected?
6. Does my conclusion help readers understand something important?
7. Have I revised unclear or repetitive sentences?

Your goal is to demonstrate how careful observation can lead to thoughtful literary understanding.

THE LIVELY ART OF WRITING: CHAPTER 7

Page 91, Questions 1–3

1. Why link paragraphs? A paragraph can be complete in itself, but it is still part of a larger essay. Its connection to the paragraphs before and after it helps the reader follow one continuous line of reasoning instead of encountering several disconnected points.

2. The moving-train analogy: The paragraphs in an essay should be coupled together like cars in a train. Each paragraph has a purpose, but transitions keep the whole argument moving smoothly. Without them, the reader must figure out why the essay abruptly shifts to another point.

3. Three kinds of transitions: (1) Standard transitional words or phrases, such as “however” or “therefore”; (2) paragraph hooks, which repeat or develop a key word or idea to connect one paragraph with the next; and (3) combinations of a standard transition and a paragraph hook. The textbook encourages connections that make sense, not transitions inserted merely for decoration.

USE THIS IN YOUR LEVEL 1 ESSAY

After checking Questions 1–3, read the endings and beginnings of two neighboring paragraphs in your Level 1 essay. Is their relationship clear? For example, a paragraph about Creon dismissing Haemon’s advice might lead into one about his later response to Tiresias. Help the reader see why those moments belong together.

TRY IT IF NEEDED: Improve one transition that feels abrupt. You may use a simple connecting phrase, repeat a meaningful idea, or adjust the order of your sentences. You do not need a separate exercise. Your revised Level 1 essay is the practice.

OPTIONAL: AI WRITING COACH | LEVEL 1: OBSERVE

CONTINUE YOUR LEARNING

After writing your own Antigone essay, you may use ChatGPT as a writing coach to receive personalized feedback, practice a skill, and revise independently. This activity is optional. Your parent or teacher still evaluates the final essay using the Master Schedule & Grade Record.

YOUR WRITING, YOUR THINKING

Write your own essay before seeking feedback. Keep your Week 11 outline and first draft so you can see how your thinking has developed. Be ready to explain your ideas and revisions in your own words. The coach helps you learn; it does not write for you or reliably detect AI authorship.

HOW TO TRY IT

1. Complete your essay and use the Week 12 revision checklist first.

2. With your parent's permission, open the linked Level 1 AI Writing Coach below.

3. Send the prepared message in ChatGPT. Then share the Antigone question you chose and your own draft. Do not include names or other personal information.

4. Answer the coach's two reflection questions. After its feedback, respond to one short coaching question about a writing skill. Then choose whether to try an unrelated practice exercise, improve one small part of your essay yourself, or finish. You do not need to rewrite the whole essay.

5. Keep your original and revised drafts for the usual parent-student review. Using the AI coach does not affect your grade.

SAFETY NOTE FOR FAMILIES

ChatGPT is intended for ages 13 and older, and teens under 18 require parental permission. Do not include names or other personal information in uploaded work. AI feedback can be mistaken. When checking a quotation or scene, share the relevant assigned Antigone passage; otherwise, verify it yourself in the weekly reading.

AI Writing Coach (Optional) | LEVEL 1: OBSERVE (Antigone)

Optional reminder: If you choose not to use AI, you can still improve your draft using the Week 12 revision checklist and this Answer Key. The learning goal is the same: reflect, revise, and grow.