

Character Based Literacy Program 40-Minute Lesson Plan

Othello, Introduction



Othello Film Unit

This two-week unit uses the lesson plans for *Othello*, the Folger Shakespeare Library version, *Othello* 1995 Lawrence Fishburne movie, and *O* the 2001 movie starring Mekhi Phifer.

The intention is not to show entire movies, but to show selected scenes from two versions as a comparison for students to see what they have read.

Classroom teachers, please adhere to only using selected scenes and do not play movies in their entirety as both are rated R. *Othello* 1995 Lawrence Fishburne movie is **rated R for some sexuality** and *O* the 2001 movie starring Mekhi Phifer is **rated R for violence, a scene of strong sexuality, language, and drug use**.

Character Based Literacy Program 40-Minute Lesson Plan *Othello*, Teacher Information



Othello Teacher Materials



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

It is suggested that you choose as many of these options to teach as you wish, but that you teach them in the order they appear below:

1. *Shakespeare Made Easy* (3 days)
2. Partial text and film comparison with essay (2 weeks)
3. Read the full text, complete worksheets, 12 journal entries and a Response Essay (3 weeks). The video clips from number 2 may be incorporated into this plan as well.

Othello Film Unit

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The intention is not to show entire movies but selected scenes from two versions as a comparison for students to see what they have read.

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Suggestions for two-week *Othello* unit using scenes from text and two films:

Day 1: Read Act I, scenes I and II (p. 6-27). Complete the worksheet and complete Writing Prompt for Day 1.

Day 2: Read Act I, Scene III (p. 28-55). Complete the worksheet and complete the Writing Prompt for Day 2.

- Day 3:** Watch “Othello” 0:00 – 24:10 and “O” 0:00-14:32. These clips will take you through Act I.
Complete the worksheet column.
Write a short essay in which you compare the act across media types. In regard to the plot— what was the same? What was different? What was left out?
Then compare the settings. Explain what makes the story easier to understand with a modern day plot in a modern day setting.
- Day 4:** Read Act II, Scene III (p. 80-127). Fill out the worksheet. Complete the Writing Prompt for Day 4.
- Day 5:** Watch “Othello” 33:50 – 46:53 and “O” 22:31 – 30:25, Act II, Scene III.
Compare the sequences.
Then fill out the rest of the worksheet.
Write a brief essay in which you compare the mood and tone of the scene across media types.
(Think about colors, sound, backgrounds, music, props, character reactions, etc.) Explain how a visual and oral representation aids your understanding of the play. Then evaluate which version you prefer.
Provide evidence and examples to back up your assertions.
- Day 6:** Read Act V (p. 222-65). Fill out the worksheet column. Complete the Writing Prompt for Day 6.
- Day 7:** Watch “Othello” 1:33:24 – 1:59:05 and “O” 1:15:00 – 1:30:00, Act V. Fill out the worksheet.
Write a brief essay in which you compare Othello, Odin, Desdemona and Des, or Iago and Hugo.
Compare and contrast the two characters as they relate to a theme, such as racism or jealousy in the film. Which version of the character is most believable to you? Why?
- Days 8-10:** Write a thorough, typed explanation and evaluation of the play. Explain what the play is about.
Discuss the theme, rather than the sequence of events.
Then, compare elements of each version (setting, characters, and portrayals of race, mood, and tone) Based on this, evaluate which version you prefer.

Comparisons of Acts I, II, and V in *Othello*

	William Shakespeare, "Othello"	"Othello," Starring Lawrence Fishburne	"O," Starring Miki Phifer & Julia Stiles
Mood and Tone; Atmosphere and Attitude			
Race/Racism/ Jealousy			
Setting			
Othello/Odin			
Iago/Hugo			
Cassio/Mike			
Act V			
Act II			
Act I			

Comparisons of Acts II and III in *Othello*

	ACT II Scene III 81-107	ACT III Scene I, II, & III 110-137
Setting		
Othello		
Iago		
Desdemona		
Cassio		
Mood/Tone/ Atmosphere		
Race/Racism/ Jealousy		
Imagery/Symbolism Idioms		

Comparisons of Acts III and IV in *Othello*

	ACT III Scene III 137-151	ACT III Scene IV 151-167	ACT IV Scene I 170-191
Setting			
Othello			
Iago			
Desdemona			
Cassio			
Mood/Tone/ Atmosphere			
Race/Racism/ Jealousy			
Imagery/Symbolism Idioms			

Comparisons of Act IV in *Othello*

	ACT IV Scene II 192-211	ACT IV Scene III 210-219
Setting		
Othello		
Iago		
Desdemona		
Cassio		
Mood/Tone/ Atmosphere		
Race/Racism/ Jealousy		
Imagery/Symbolism Idioms		

Comparisons of Act V in *Othello*

	ACT V Scene I & II 222-245	ACT V Scene II 245-265
Setting		
Othello		
Iago		
Desdemona		
Cassio		
Mood/Tone/ Atmosphere		
Race/Racism/ Jealousy		
Imagery/Symbolism Idioms		

Character Based Literacy Program 40-Minute Lesson Plan

Othello, Background Day 1



PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Today is Day One of William Shakespeare's *Othello*. Day One will provide ample background information to introduce Shakespeare. The activities and sources that follow will provide a common base for your class prior to reading the text.

Observation Chart

- Collect pictures of Shakespeare and Othello by doing a Google image search. You will need 10-15 images.
- Mount the images on heavy paper or card stock in groups of 2-3. You will need to make 5-6 total charts.
- Laminate them so you'll be able to use them when you teach *Othello* again.
- Post the visuals of Shakespeare and Othello around the classroom. You will have 5-6 charts. Post them so there is enough room around each chart for kids to move and write.
- Post a blank piece of paper next to the picture charts. On this paper students will either ask a question, make a comment, make a prediction, or create a sketch per picture.
- Students will work in groups of two or three.
 - Have groups initial what they put on the chart, or you can assign each group a different colored pencil to write with so you can monitor the groups.
- If you are in an institution setting where students cannot work in groups or get out of their seats—pass the charts around the room.

William Shakespeare Background

Provide students background on William Shakespeare. Answer the following questions as a class:

Who was Shakespeare?

What did he do?

What time period did he write in?

Why was theatre significant during this time?

- ❖ The most famous playwright of the English-speaking world was born in Stratford-on-Avon, a small town in England on or about April 23, 1564.
- ❖ As a student, William seems to have read everything available in print: he read the Greek and Latin classics, French and Italian plays, legends, folk plays, mythology, historical chronicles, and the Bible.
- ❖ When Shakespeare lived in London in the late 1500's, England was a rich and powerful nation under the leadership of Queen Elizabeth I.
- ❖ At that time, the theater was thriving. Shakespeare joined a theater company called the Lord Chamberlain's Men (which was later known as the King's Men when King James I took the throne) and was successful as an actor, poet, and a playwright. He wrote thirty-seven plays.
- ❖ In writing his plays, he would often use a plot he already knew or read about, convert it, add to it, and make it his own.
- ❖ Seven years after his death, his friends John Hemings and Henry Condell published a book containing thirty-six of Shakespeare's plays, called the "First Folio."
- ❖ His work covered many subjects and styles, including comedies, tragedies, romances, and historical plays.
- ❖ Shakespeare was a well-loved writer in his lifetime and now, four hundred years later, he is the most produced playwright in the world.
- ❖ Have students discuss and share popular authors and writers who are currently popular with them. How many plays have these people written? How does that compare to what Shakespeare accomplished?

Theater in the Time of William Shakespeare

Review the information on “Theatre in the Time of William Shakespeare” as a class. As a class, answer the following questions:

What was theatre like during this time period?

What kinds of restrictions were placed on the actors?

How and why was this the primary source of entertainment?

- The theater building was open air.
- Performances started at 2:00 to make the most of daylight.
- The stage was usually bare.
- Elizabethan theaters held 1,500 – 3,000 people.
- There was a balcony called the "inner above" to be used if needed, but most of the action took place downstage.
- When Shakespeare moved to London, he met with actor and manager Richard Burbage and became a prompter, then an actor, and later Burbage's star writer.
- Richard and Cuthbert Burbage opened "The Globe Theatre" in 1599.
- Shakespeare produced most of his plays in “The Globe” and became part-owner.
- After the death of Queen Elizabeth I in 1603, Shakespeare had to write plays that would please the new King James I who had come from Scotland (one of these is *Macbeth*).
- The Globe burned down in 1613 during a production of Shakespeare's *Henry VIII*, but was rebuilt in 1614.
- Characters usually tell us where they are and what time of day it is in their lines.
- Acting was not a well-respected profession at this time.
- Women were not allowed to perform on stage, so boys would perform all female parts, including Desdemona and Emilia in *Othello*. Boys were apprenticed to the acting companies between the ages of six and fourteen.
- Actors usually wore their own clothes unless they were portraying someone evil, royal, or female.
- Actors would have to learn many parts of a play, since up to three different plays would be performed in the same week by a company.

11. Close Close by extending today's lesson to life and the world.

Community Connection

Break into groups and talk about a time you were jealous of someone. Is jealousy something everyone experiences? What are some ways we can be supportive of one another and help entire communities succeed?

Character Based Literacy Program 40-Minute Lesson Plan

Othello, Background Day 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



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Introduction to Tragedy

Many of Shakespeare's plays are considered tragedies. Explain and discuss what a tragedy is prior to reading Shakespeare's *Othello*.

List-Sort-Label

- Have students individually **LIST** as many words as they can describing tragedy. They could include examples, characteristics, circumstances, or results of tragedies.
- Have students meet with elbow partners and merge their lists together sharing what they've come up with individually.
- Next have groups **SORT** their examples of tragedy into 3 groups and name the groups.
- Finally the groups will put a **LABEL** on their group of tragedy descriptors. This becomes their definition of the word.
- Groups then share out how they have chosen define tragedy.

A tragedy is a drama or literary work in which the main character is brought to ruin or suffers extreme sorrow, especially as a consequence of a tragic flaw, moral weakness, or inability to cope with unfavorable circumstances. Usually, as a consequence of the hero's downfall, he learns something about himself.

Working in pairs or groups have students come up with a list of stories, historical, current, or fictional events, or movies to which they feel the term "tragedy" can be applied.

Character Introduction

Othello:	a Moor, a general in the Venetian army, Desdemona's husband
Desdemona:	a Venetian lady, wife of Othello, daughter of Brabantio
Brabantio:	a Venetian senator, father of Desdemona
Iago:	Othello's standard-bearer or "ancient"
Emilia:	Iago's wife, Desdemona's attendant
Cassio:	Othello's second-in-command or lieutenant
Roderigo:	a Venetian gentleman
Duke of Venice:	} Venetian gentlemen, kinsmen to Brabantio
Lodovico:	
Gratiano:	
Venetian senators:	
Montano:	an official in Cyprus
Bianca:	a woman in Cyprus in love with Cassio
Clown:	a comic servant to Othello and Desdemona

Gentleman of Cyprus, Sailors, Servants, Attendants, Officers, Messengers, Herald, Musicians, Torchbearers

Who were the Moors?

The Moors are not a specific race of people. The word has never been clearly defined and remains ambiguous and confusing. This term has been broadly used to denote various people in North Africa, people who came from Morocco, or simply to describe Muslims in general. Christians in the 13th century also referred to the Moors as "Moriscos" and "Mudejares."

The word Moors may have evolved from the Greek 'Mauros' which means 'dark'. The Greeks were in Spain around 500 BC, 300 years before the Romans. The Romans probably pinched it from the Greeks, complete with its original connotation of 'dark'. This might explain why the Latin 'Maurus' translates literally into 'Moors', with no further definition. Borrowing directly from the Greek meaning, this would have been good enough for the Romans to describe the 'dark' skinned people of North Africa.

Where is Cyprus?

Othello leads the forces of Venice in their defense of Cyprus against Ottoman invasion.

<http://www.state.gov/r/pa/ei/bgn/5376.htm>

Where is Venice?

Venice, Italy (*Venezia* in Italian) is still one of the most interesting and lovely places in the world. This sanctuary on a lagoon is virtually the same as it was six hundred years ago, which adds to the fascinating character. Venice has decayed since its heyday and is heavily touristic; there are slightly more tourists than residents, but the romantic charm remains.

<http://maps.google.com/maps?hl=en&q=where%20is%20venice&um=1&ie=UTF-8&sa=N&tab=wl>

Using this interactive Google map, you can zoom in from the initial shot to a more detailed view of Venice.

What is a standard-bearer or ancient?

A standard-bearer or ancient is the person assigned to carry the standard, or flag, of a group, especially of a military organization, movement, or political party.

Close Close by extending today's lesson to life and the world.

Community Connection

Break into groups within your class. Discuss a time you had to defend yourself. Was it difficult? What did you want to convey? Make a list of reasons it may be hard for someone to speak to a room full of people about something they care about.

Character Based Literacy Program 40-Minute Lesson Plan

Othello, Day 3



Outcomes for Today

Standards for Writing

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

composition (110)	facile (111)	servitor (112)	cunning (116)	disposition (123)
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READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Suggestions for two-week *Othello* unit using scenes from text and two films:

Read Act I, scenes 1 and 2 (p. 6-27). Complete the worksheet and complete Writing Prompt for Day 1.

Shakespeare Made Easy, p. 67-68

Setting	Characters	Pages
Venice	Cassio, Desdemona, Othello, Iago, Emilia, Bianca, Lodovigo	28-55

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Desdemona confirms her love for Othello and promises to follow him
- Together, they leave Venice and go to the island of Cypress
- Iago delivers his put money in thy purse speech – explaining that he will work to separate Othello from Desdemona in the time to come

- Upon arrival, they discover the Turkish troops were wiped out in a storm
- Rodrigo begins efforts to scar Cassio's reputation

EXPLORE

Analyze Analyze the key paragraph.

Key Passage

Iago: I have profess'd me thy friend, and I confess me knit to thy deserving with cables of perdurable toughness. I could never better stead thee than now. Put money in thy purse; follow thou the wars; defeat thy favor with an usurp'd beard. I say put money in thy purse. It cannot be long that Desdemona should continue her love to the Moor—put money in thy purse—nor he his to her.

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In a one-page paper, analyze the monologue Iago makes in this section. **Use narrative techniques such as dialogue to explain why his small speech is so effective. What does the phrase "put money in thy purse" add to the section? How does Shakespeare use pacing, description, and reflection to move this scene move the plot forward? What type of tone does it set? Does it make you want to find out what happens next?**

Close Close by extending today's lesson to life and the world.

In this chapter, characters make plans to do harm to one another. Have you ever overheard someone talking about hurting someone else? How did you respond? With classmates, think about ways you can stand up for others who are being bullied.

Character Based Literacy Program 40-Minute Lesson Plan

Othello, Day 4



Outcomes for Today

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is manipulation?

Manipulation is defined as exerting shrewd or devious influence especially for one's own advantage. Someone who is manipulative is skillful in influencing or controlling others to their advantage. Do you know anyone like this? Describe them.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce 5 important, useful words from today's reading

grudges (67)	enraged (67)	stronghold (67)	gallant (68)	quarrel (68)
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READ

Review Review the timeline from the beginning everyday.

Start at the beginning and review the story so far.

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

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Suggestions for two-week *Othello* unit using scenes from text and two films:

Read Act 1, Scene 3 (p. 28-55).

***Shakespeare Made Easy*, p. 67-68**

Setting	Characters	Pages
Venice	Iago, Roderigo, Barbantino, Othello, Duke, Desdemona	67
Cyprus	Iago, Montano, Cassio, Roderigo, Othello	68

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Iago and Roderigo have grudges against Othello.
- Cassio is jealous over a job.
- The Duke is disappointed to learn his daughter Desdemona has married Othello.
- Iago tells Roderigo that Othello's relationship will not last.
- Iago begins to plot against Othello.
- Othello arrives in Cyprus with news that the Turkish fleet has been sunk in a storm.
- Iago tells Roderigo to pick a fight with Cassio.
- Iago gets Cassio drunk and then lies about how often it happens.
- Cassio and Roderigo fight, but Montano is injured.
- When Othello gets there, Iago tells him what happened, but makes sure that Cassio looks bad.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 68

"Later that night, Iago manages to get Cassio to take one drink too many. After Cassio staggers out, Iago remarks to Montano, the ex-governor, that it's a pity Cassio is often like this" (p. 68).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In this section, Cassio experiences peer pressure and ends up drinking too much. Think about a time that you have been negatively influenced by a friend or "played." **Write a narrative about this situation using well-chosen details and well structured event sequences. What happened to you? Who was involved? Use precise words and phrases explaining what happened. How did you feel when you realized you had been manipulated? Write a concluding statement showing what you learned from this experience.**

Once you have completed a draft, consider sharing your writing online – through a blog or social media. Be willing to receive feedback from your teachers and peers to make the piece as good as possible before posting it online.

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Close Close by extending today's lesson to life and the world.

Community Connection

With your classmates, break into groups and talk about peer pressure. Make a chart showing words and plot lines people find themselves experiencing in real life. What are the 10 most common forms of peer pressure at your school? How can you avoid them?

Character Based Literacy Program 40-Minute Lesson Plan

Othello, Day 5



Outcomes for Today

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a.) Apply *grades 1112 Reading standards* to literature (e.g., -, nineteenth- and early- twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is jealousy?

A person who displays jealousy is painfully desirous of another's advantages. Someone who is jealous is suspicious or fearful of being displaced by a rival. Jealousy typically refers to the thoughts, feelings, and behaviors that occur when a person believes a valued relationship is being threatened by a rival. This rival may or may not know that he or she is perceived as a threat.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

plead (69)	insinuating (69)	wavers (69)	whereabouts (70)	demotion (71)
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READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Suggestions for two-week *Othello* unit using scenes from text and two films:

- **Watch *Othello* 0:00 – 24:10 and *O* 0:00-14:32.** These clips will take you through Act 1. Complete the worksheet column.
- Write a short essay in which you compare the act across media types. In regards to the plot— what was the same? What was different? What was left out?
- Then compare the settings. Explain what makes the story easier to understand with a modern day plot in a modern day setting.

Shakespeare Made Easy, p. 69-71

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Setting	Characters	Pages
Cyprus	Cassio, Desdemona, Othello, Iago, Emilia, Bianca, Lodovigo	69-71

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Cassio asks Desdemona to talk to Othello about getting his job back.
- Desdemona makes Othello feel uncomfortable about giving Cassio his job back.
- Iago makes Othello question Desdemona and Cassio's relationship.
- Iago gets Othello jealous and earns his trust.
- Desdemona loses her handkerchief.
- Emilia feels uncomfortable helping Iago, but does so anyway.
- Iago fuels Othello's jealousy by saying Cassio talks about Desdemona in his sleep.
- Iago pushes Othello into thinking about killing Cassio.
- Desdemona lies when Othello asks for the handkerchief.
- Cassio asks Bianca to make him another handkerchief similar to the one he found.
- With Othello listening at Iago's creation, Bianca throws the handkerchief at Cassio. Othello believes it is Desdemona's.
- Othello, now furious, believes Desdemona should die. Iago offers him ideas how to do it.
- When Desdemona tries to get Othello to be friends again with Cassio, Othello hits her.
- After Othello's scene, Iago tells Lodovico that Othello has been acting crazily.
- Othello asks Emilia about Cassio and Desdemona's relationship, but Othello doesn't believe her.
- Othello confronts Desdemona, calls her a whore, and leaves.
- Emilia believes wrongdoing has caused Othello's behavior and feelings.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 71

"Desdemona mentions that she would like Othello and Cassio to be friends again 'for the love I bear to Cassio.' Othello hits her. Everybody gasps" (p. 71).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Desdemona tries to get Othello and Cassio to be friends again. Othello remembers Iago's words instead of listening to her. He is jealous and reacts harshly.

How do you think Desdemona is feeling? She thought she was doing the right thing by trying to bring her husband and his friend back together. Instead of him being

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happy, he strikes her. **Write a narrative drawing evidence from the literature to support your opinion about how she is feeling. Use a combination of reflection and research in your writing.**

Next, think about a time that you thought you were doing the right thing, others thought you were wrong, and everything you said just got you deeper and deeper in trouble. It may have been with friends, your parents, a teacher, or PO.

Write about a time you were in a similar situation as Desdemona. What were you doing that you thought was right? Who was involved? **How do you think your actions or inactions were perceived as being wrong, when you thought they were right? Use well-chosen details and well-structured event sequences to explain the situation. What could you have done to communicate your actions better to others? How did the situation resolve itself?**

Close Close by extending today's lesson to life and the world.

Community Connection

In groups, talk about a time you responded rashly. What happened? Did you regret your actions? Are there steps we can take to listen and assess situations accurately before acting out?

Character Based Literacy Program 40-Minute Lesson Plan

Othello, Day 6



Outcomes for Today

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



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What are poetry and prose?

Poetry refers to poems, with or without rhyme schemes. Prose is writing a story, either fiction or nonfiction. Poetry and prose are both forms of expression in writing. Prose usually has fewer structural guidelines, and in some ways, that makes poetry more of an art form. Being able to express the same thought and image in fewer words, choosing words more carefully, etc., makes poetry more difficult to master than prose.

What is a gondola?

A gondola is a symbol of Venice, an elegant black boat that can be driven easily with a single oar by one man. The gondola was a means of transportation. A closed cabin placed in its centre offered both a shelter from bad weather and privacy for the passengers, who could enjoy reading, food, drink, conversation, or romance without being seen. No woman has been admitted in the official gondola service. The official reason is “inexperience and lack of skill.” But, everybody knows that admitting a woman to this profession would break a diehard tradition.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

pride (7)	squadron (9)	apprehend (19)	slain (21)	spite(21)
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READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Othello* by William Shakespeare, p. 6-27**

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Setting	Characters	Pages
Venice	Iago, Roderigo	6-19 (Act 1.Scene 1)
Courtroom	Brabantio, Othello, Desdemona	20-27 (1.2)

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Iago tells Roderigo he hates Othello.
- Othello gives Cassio the promotion that Iago wanted.
- Roderigo used to be in love with Desdemona.
- Iago and Roderigo wake Desdemona's father in the middle of the night to tell him Desdemona has eloped with Othello.
- Brabantio, Desdemona's father, sends out a search party for Othello.
- Iago goes to Othello and warns him of Brabantio's anger.
- Othello is confident in himself and his love for Desdemona.
- Cassio brings Othello orders to meet with the duke and senators of Venice.
- Othello is informed of the Turkish invasion of Cyprus.
- Othello is captured by Brabantio and his men.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 9

"Iago: O, sir content you. I follow him to serve my turn upon him
We cannot be truly followed. Your shall mark
Many a duteous and knee-crooking knave" (p. 9).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Based on the key passage, **write one page explaining why Iago and Roderigo seem to resent Othello. Use narrative techniques and well-chosen details to introduce a point of view and smooth progression of events. Provide evidence from the text showing problems, situations, observations and multiple points of view supporting your claim. Make sure the reader is well oriented with the characters; present your argument within a smooth progression of events.**

In addition to the write up, be sure to fill out your Comparison Worksheet.

Close Close by extending today's lesson to life and the world.

Community Connection

In class groups, discuss a time where you thought you misunderstood another's intent. Was there something that looked like evidence, pointing you in the wrong direction? How would you act differently if you were to do it over again?

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Character Based Literacy Program 40-Minute Lesson Plan

Othello, Day 7



Outcomes for Today

Standards for Writing

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is Ursa Minor?

The most famous star in Ursa Minor is Polaris, the North Star. This is the star that is nearest to the North Celestial Pole. If you stood at the North Pole, Polaris would be almost directly overhead. If you can spot Polaris in the sky, you can always tell which way is north. In addition, the angle of Polaris above the horizon tells you your latitude on Earth. Because of this, Polaris was the most important star for navigating at sea.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

rash(77)	provoke(79)	mutiny(79)	impediment(79)	prosperity (79)
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READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Suggestions for two-week *Othello* unit using scenes from text and two films:

- Watch *Othello* 1:33:24 – 1:59:05 and *O* 1:15:00 – 1:30:00, Act V. Fill out the worksheet.
- Write a brief essay in which you compare Othello, Odin, Desdemona and Des, or Iago and Hugo.

- Compare and contrast the two characters as they relate to a theme, such as racism or jealousy in the films. Which version of the character is most believable to you? Why?

***Othello* by William Shakespeare, p. 57-81**

Setting	Characters	Pages
Cyprus	Iago, Desdemona, Roderigo, Emilia, Cassio	57-80 (2.1)
Castle Grounds	Othello	80-81 (2.2)

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- A storm destroys the Turkish fleet.
- Desdemona waits anxiously for Othello to arrive.
- Iago puts his plan into motion.
- Iago persuades Roderigo that Desdemona is in love with Cassio.
- Iago wants Roderigo's help get Cassio dismissed from his position.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 77-79

"Iago: Sir, He's rash and very sudden in choler, and haply may strike at you. Provoke him that he may, for even out of that will I cause these of Cyprus to mutiny, whose qualification shall come into no true taste again but by the displanting of Cassio. So shall you have a shorter journey to your desires by the means I shall then have to prefer them; and the impediment most profitably removed without the which there were no expectation of our prosperity.

Roderigo: I will do this if you can bring it to any opportunity" (p. 77-79).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

We could blame everything that is going to happen in the play on Iago, but really the others must share responsibility for their own actions. What advice would you give Roderigo and Cassio if you could, to help them avoid the trouble that is headed their way?

In a one-page paper, **write what you think Iago has in store for Cassio. Use precise words and details explaining why Roderigo might be willing to go along with this plan. What experiences and events lead you to believe this? Provide a conclusion that follows from and reflects on what is experienced, observed from**

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this scene.

As a class, work together to think of ways to share your writing online. Consider publishing this essay on a blog, tumblers or wordpress.

In addition to this assignment, be sure to fill out your Comparison Worksheet.

Close Close by extending today's lesson to life and the world.

Community Connection

In small groups, talk about a time you placed blame on someone else. What did they do wrong? Were others at fault? Is it possible you could have acted better as well?

Discuss.

Character Based Literacy Program 40-Minute Lesson Plan

Othello, Day 8



Outcomes for Today

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a) Apply *grades 1112 Reading standards* to literature (e.g., -, nineteenth- and early- twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is a Hydra?

A hydra is a monster from Greek mythology with nine heads; when struck off, each head is replaced by two new ones.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

lieutenant(83)	noble(91)	rogue (91)	barbarous(93)	civil (95)
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READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Suggestions for two-week *Othello* unit using scenes from text and two films:

- Write a thorough, typed explanation and evaluation of the play. Explain what the play is about. Discuss the theme, rather than the sequence of events. Then, compare elements of each version (setting, characters, and portrayals of race, mood, and tone). Based on this, evaluate which version you prefer.

Othello by William Shakespeare, p. 81-107

Setting	Characters	Pages
Castle Grounds	Iago, Cassio, Roderigo, Montano, Othello	81-107 (2.3)

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

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Students might mention:

- Iago gets Cassio drunk, making it easy to convince him to fight with Roderigo and Montano.
- Othello hears the fight from bed, breaks it up, and fires Cassio.
- Iago tells Cassio to have Desdemona to help get his job back.
- Iago's plan includes telling Othello that Desdemona supports Cassio.
- Iago will tell Othello the reason for Desdemona's support is that Cassio is her lover.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 97

"Othello: I know, Iago,
Thy honesty and thy love doth mince this matter,
Making it light to Cassio. Cassio, I love thee;
But never more be officer of mine" (p. 97).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Iago is quite a strategist. By using others, he has managed to move Cassio out of favor and to fill the spot of Lieutenant with himself. He has done this without letting on to anyone (except the reader or the audience) that he is plotting and deceiving.

Pretend you are a reporter for the *Cyprus Daily News*, unknowledgeable of the truth as any other character in the play. **Write a story including details and event sequences about the disturbance last night. Pretend that the only person you interviewed was Montano. Draw evidence from the text to support your analysis. Are there other works in literature that Montano's might reference in his interview?**

Close Close by extending today's lesson to life and the world.

Community Connection

As a group, prepare an argument claiming to know how the story will end. Use literary information from the text to support your analysis and reflection. Make your case as strong as possible. After everyone has presented, vote on which version is most likely to come to pass.

Character Based Literacy Program 40-Minute Lesson Plan

Othello, Day 9



Outcomes for Today

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

b.) Apply *grades 1112 Reading standards* to literary nonfiction the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*]

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is a falconer?

A falconer is someone who practices falconry, the sport of pursuing live prey with a raptor such as an eagle, hawk, or falcon.

Falconry has been practiced for thousands of years, and is one of the oldest forms of hunting in addition to being an ancient collaboration between humans and animals.

A falconer actually traps his or her bird in the wild and takes it through an extensive training process before taking it out into the field. A falconer must train a bird to retrieve live prey and then return to its master and captivity.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

stirring (113)	humbly (113)	beseech (115)	grieves (115)	destiny (137)
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READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Othello* by William Shakespeare, p. 110-137**

Setting	Characters	Pages
Street	Cassio, Clown, Iago, Emilia	110-15 (3.1)

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Citadel	Othello, Iago, Desdemona	115-37 (3.2, 3.3)
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RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Cassio arrives with musicians to honor Desdemona and Othello.
- Cassio follows Iago's direction and asks Emilia to set a meeting for him with Desdemona.
- Cassio learns Desdemona is already speaking to Othello on his behalf.
- Cassio and Desdemona's meeting is interrupted by Othello's arrival.
- Cassio leaves in a hurry without speaking to Othello.
- Iago tells Othello that Cassio's quick exit is suspicious.
- Iago hints he may have more information regarding Cassio than he is sharing at this time.
- Iago warns Othello against becoming jealous.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 113

Cassio: Why no, the day had broke
Before we parted. I have made bold, Iago,
To send in to your wife; My suit to her
Is that she will to virtuous Desdemona
Procure me some access.

Iago: I'll send her to you presently,
And I'll devise a means to draw the Moor
Out of the way that your converse and business
May be more free.

Cassio: I humbly thank you for it.
I never knew
A Florentine more kind and honest" (p. 113).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In one sitting, **write a narrative argument about how Cassio is being further set up. Write the document as if it were to be presented as evidence in court. Use effective details and well-structured event sequences to back up your claim. What reasoning would you give to support your argument? Are there any connections you can draw between U.S. texts and legal reasoning from history lessons?**

Close Close by extending today's lesson to life and the world.

Community Connection

As a group, talk about what it means to give someone your trust. When is it deserved? How do we honor that trust? What lessons have you learned from real life experiences? Should Othello have given Iago his trust so quickly? What about Desdemona—should she be given more trust as his wife?

Character Based Literacy Program 40-Minute Lesson Plan

Othello, Day 10



Outcomes for Today

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the power of suggestion?

When a thought or seed is planted into the human mind, the psyche responsively triggers a lingering product of that thought. Urban legends have been circulated throughout history; in doing so, a mindset is incorporated into the psyche, creating a deceitful illusion that cannot distinguish fact from fiction.

When speaking of the power of suggestion, it simply translates to mind over matter. By coming to terms with an issue, addressing it and affirming your stance over it, the human psyche can and will bring about unsettled emotions, fears, and feelings. In doing so, the human psyche collaboratively enables the mind, body, and spirit to release tension and stress; thus allowing total peace of mind, and an overall sense of well-being.

The power of suggestion is indeed omnipotent when used in positive conjunction as a method of self-treatment. Daily affirmations, meditations, and Tai-Chi are wonderful vessels for the power of suggestion and spiritual, emotional, and anatomical health.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

handkerchief (137)	rack (141)	cursed (147)	fate (147)	vengeance (149)
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READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Othello* by William Shakespeare, p. 137-151**

Setting	Characters	Pages
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Othello's bedroom	Othello, Desdemona	137-151 (3.3)
outside	Iago	

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Desdemona's handkerchief drops as she and Othello exit.
- Emilia picks up Desdemona's handkerchief and gives it to Iago.
- Othello confronts and threatens Iago if he doesn't provide proof of Desdemona's loyalty.
- Iago makes allegations against Cassio.
- Othello is convinced of Desdemona's guilt and vows to kill her.
- Iago agrees to kill Cassio.
- Othello appoints Iago as lieutenant.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 141

Iago: Why, how now, general? No more of that!

Othello: Avaunt! Begone! Thou hast set me on the rack I swear 'tis better to be much abused. Than but to know a little" (p. 141).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write a paragraph narrating what Othello means by the idiom, "Thou hast set me on the rack." Use well-chosen detail and structured event sequences from the story, back up your claims.

After completing the first paragraph, write another paragraph showing how Othello has changed throughout the course of the play. How much of the change is due to Iago's influence? Be sure to engage the reader by showing the problem, its significance, and progression of events.

Be sure to fill out your Comparison Worksheet.

Close Close by extending today's lesson to life and the world.

Community Connection

As a group, think about a time a rumor snowballed. How did it start? How did it grow? Did anyone stop to check if it was true? How did the person the rumor was about feel? What could you have done differently?

Character Based Literacy Program 40-Minute Lesson Plan

Othello, Day 11



Outcomes for Today

Standards for Writing

- b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is a sibyl?

A sibyl is a woman in ancient Rome who was regarded as an oracle or prophet, or a woman who tells fortunes. The word “sibyl” probably comes from the Greek word “sibylla”, meaning prophetess.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

lodges (153)	fault (157)	amiable (157)	subdue (157)	fancies (157)
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READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Othello by William Shakespeare, p. 151-167

Setting	Characters	Pages
Desdemona's bedroom	Desdemona, Clown, Emilia, Othello	151-160 (3.4)
castle	Cassio, Iago, Desdemona, Emilia	161- 164
grounds	Bianca, Cassio	164-167

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Desdemona is still trying to get Cassio reinstated.
- Desdemona is worried about the loss of her handkerchief.

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- Othello causes more stress and anxiety on Desdemona when he asks her for the handkerchief.
- When Desdemona cannot give it to him, Othello gets angry.
- Desdemona postpones talking on Cassio's behalf due to Othello's anger.
- Cassio finds Desdemona's handkerchief in his room after Iago put it there.
- Cassio asks Bianca to copy the embroidery for him.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 157

"Othello: That's a fault. That handkerchief
Did an Egyptian to my mother give.
She was a charmer, and could almost read
The thoughts of people. She told her while she kept it,
'Twould make her amiable and subdue my father
Entirely to her love. But if she lost it
Or made a gift of it, my father's eye
Should hold her loathed, and his spirits should hunt
After new fancies. She dying, gave it me,
And bid me, when my fate would have me wived,
To give it her. I did so; and take heed on't
Make it a darling like your precious eye.
To lose't or give't away were such perdition
As nothing else could match" (p. 157).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In this scene, the missing handkerchief seeks to verify Othello's suspicions and to weaken Desdemona's case for innocence. **In a two-page paper, compare their relationship now to their relationship in ACT I and II. What did their relationship used to be based on? What is it based on now? Be sure to use narrative techniques such as dialogue and description to back up your analysis.**

Show how the plot lines have developed based on events and characters. Demonstrate the sequence of events that have led to mystery, suspense and growth resulting in this scene.

Close Close by extending today's lesson to life and the world.

Community Connection

In this section, the handkerchief represents jealousy for Othello. Have you ever seen an object represent a feeling you were having? With your seatmate, describe the object and emotion that was tied toward it. Why do you think you made that correlation? Do you still associate that object with that feeling? Why or why not?

Character Based Literacy Program 40-Minute Lesson Plan

Othello, Day 12



Outcomes for Today

Standards for Writing

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What are crocodile tears?

To weep crocodile tears is to put on an insincere show of sorrow. The allusion is to the ancient notion that crocodiles weep while devouring their prey. Crocodiles do indeed have lachrymal glands and produce tears to lubricate the eyes as humans do. They don't cry, though. Whatever emotion they experience when finding and devouring prey, we can be certain it isn't remorse.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

epilepsy (175)	peculiar (177)	perish (183)	undertaker (185)	amends (189)
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READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Othello by William Shakespeare, p. 170-191

Setting	Characters	Pages
Cyprus	Othello, Iago, Cassio, Bianca, Lodovico, Desdemona	170-191 (4.1)

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Iago is tormenting Othello with his descriptions of Desdemona's alleged affair with Cassio.

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- Iago has Othello see Cassio and Bianca talk without letting him hear their conversation.
- Iago spins the conversation as Cassio talking about Desdemona.
- Othello's fury grows after hearing Iago's description of the conversation.
- Lodovico arrives from Venice.
- Lodovico, at the request of the duke and senators, is to have Othello return to Venice with Cassio taking his place.
- Othello hits Desdemona and then yells at her to get out.
- Othello then leaves in a jealous rage.
- Lodovico is shocked about the change in Othello.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 181

"Bianca: Let the devil and his dam haunt you! What did you mean by that same handkerchief you gave me even now? I was a fine fool to take it! I must take out the work? A likely piece of work, that you should find it in your chamber and know not who left it there! This is some minx's token, and I must take out the work! There, give it your hobbyhorse. Wheresoever you had it, I'll take out no work on't" (p. 181).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Using precise words and phrases, **write a narrative paragraph that shows how jumping to conclusions can get you into trouble. Use the example of Cassio and at least one more from this scene to make your case. Shape your piece as an argument, one that reflects information presented in the narrative. Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative. Include how Cassio's actions impacted others.**

Close Close by extending today's lesson to life and the world.

Community Connection

With your desk mate, discuss a time you acted in a way that impacted another person. How do our actions ripple into the lives of others? How can we be thoughtful and make these ripples positive?

Character Based Literacy Program 40-Minute Lesson Plan

Othello, Day 13



Outcomes for Today

Standards for Writing

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply *grades 1112 Reading standards* to literature (e.g., -, nineteenth- and early- twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Where was Mauritania?

From the 3rd to 7th centuries, the migration of Berber tribes from North Africa displaced the Bafours, the original inhabitants of present-day Mauritania and the ancestors of the Soninke. Continued Arab-Berber migration drove indigenous black Africans south to the Senegal River or enslaved them.

By 1076, Islamic warrior monks (Almoravid or Al Murabitun) completed the conquest of southern Mauritania, defeating the ancient Ghana empire. Over the next 500 years, Arabs overcame fierce Berber resistance to dominate Mauritania. The Mauritanian Thirty-Year War (1644-74) was the unsuccessful, final Berber effort to repel the Maqil Arab invaders led by the Beni Hassan tribe.

The descendants of Beni Hassan warriors became the upper stratum of Moorish society. Berbers retained influence by producing the majority of the region's Marabouts--those who preserve and teach Islamic tradition. Hassaniya, a mainly oral, Berber-influenced Arabic dialect that derives its name from the Beni Hassan tribe, became the dominant language among the largely nomadic population. Within Moorish society, aristocratic and servant classes developed, yielding "white" (aristocracy) and "black" Moors (the enslaved indigenous class).

http://maps.google.com/maps?q=Mauritania&utm_campaign=en&utm_medium=ha&utm_source=en-ha-na-us-sk-gm&utm_term=mauritania%20location

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

wretch (193)	slander (193)	courage (209)	valor (209)	treachery (209)
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READ

Review Review the timeline from the beginning everyday.

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Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Othello* by William Shakespeare, p. 192-211**

Setting	Characters	Pages
Cyprus	Othello, Emilia, Desdemona, Iago, Roderigo	192-211 (4.2)

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Othello questions Emilia regarding the relationship between Cassio and Desdemona.
- Othello acts like Emilia is the head mistress of a brothel and Desdemona is one of her prostitutes.
- Othello calls Desdemona a whore to her face.
- In response to Othello's accusations, Desdemona turns to Iago.
- Roderigo tells Iago he has gotten nowhere with Desdemona, despite his gifts.
- He also threatens to ask for the gifts back.
- Iago says Desdemona will go to Mauritania with Othello unless Roderigo can delay them.
- Iago's plan to delay Othello and Desdemona is having Roderigo kill Cassio.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 209

"Iago: I grant indeed it hath not appeared, and your suspicion is not without wit and judgment. But, Roderigo, it thou hast that in thee indeed which I have greater reason to believe now than ever – I mean purpose, courage and valor – This night show it. If thou the next night following enjoy Desdemona, take me from this world with treachery and devise engines for my life" (p. 209).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write a paragraph comparing Roderigo and Othello. How are they similar? How are they different? Use literary text from this scene as well as information from other scenes to support your analysis and reflection.

Once completed, work with your teacher to consider examples from other works of American literature that have parallels to Othello. Are there pieces of writing that use similar characters or plots?

Be sure to fill out your Comparison Worksheet.

Close Close by extending today's lesson to life and the world.

Community Connection

Have you ever heard someone call a person they loved a mean name. How did they react? Was it hard to take the words back once they were said? As a class, talk about the power of words and how to be careful when having an argument.

Character Based Literacy Program 40-Minute Lesson Plan

Othello, Day 14



Outcomes for Today

Standards for Writing

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply *grades 1112 Reading standards* to literature (e.g., -, nineteenth- and early- twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What does it mean to jump to conclusions?

To jump to conclusions is to judge or decide something without having all the facts, to reach unwarranted conclusions, to guess the facts about a situation without having enough information, or to judge a situation without enough information about it.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

dismiss (211)	bidding (211)	bade (213)	bode (215)	palates(217)
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READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Othello by William Shakespeare, p. 210-219

Setting	Characters	Pages
Desdemona's chambers	Othello, Desdemona, Emilia, Desdemona, Lodovico	210-219 (4.3)

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Othello goes for a walk with Lodovico.
- Othello orders Desdemona to bed and to dismiss her servant Emilia.

- As she is getting ready for bed, Desdemona discusses marital infidelity with Emilia.
- Desdemona believes no woman would be unfaithful to her husband.
- Emilia believes women have the same desires as men.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 213

“Desdemona: My mother had a maid called Barbary.
 She was in love, and he she loved proved mad
 And did forsake her. She had a song of willow,
 An old thing ‘twas, but it expressed her fortune,
 And she died singing it. That song tonight
 Will not go from my mind. I have much to do,
 But to go hang my head all at one side
 And sing it like poor Barbary. Prithee, dispatch” (p. 213).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Desdemona has been accused of something she did not do, and no one will listen to her. **Using evidence from the text, write one page explaining the details of her situation. Imagine how she must feel. Then attempt to provide a solution for her troubles. Draw information from the text to support analysis and reflection. What should she do next?**

If possible, work with your teacher to reference additional pieces of American literature that show women in similar roles. Are women less likely to have authority? Is that right?

Be sure to fill out your Comparison Worksheet.

Close Close by extending today’s lesson to life and the world.

With your seatmate, talk about the feelings you have from the story so far. Are you nervous for the characters? Is this difficult to watch unfold? How do you hope things will turn out? What lessons do you think Shakespeare is trying to teach you?

Character Based Literacy Program 40-Minute Lesson Plan

Othello, Day 15



Outcomes for Today

Standards for Writing

b.) Apply *grades 1112 Reading standards* to literary nonfiction the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*]

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What are metaphors?

A metaphor is a figure of speech in which an implied comparison is made between two unlike things that actually have something important in common. The word *metaphor* itself is a metaphor, coming from a Greek word meaning to "transfer" or "carry across." Metaphors "carry" meaning from one word, image, or idea to another.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

rapier(223)	resolution (223)	devotion (223)	restitution (223)	peril (225)
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READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Othello by William Shakespeare, p. 222-233

Setting	Characters	Pages
streets of Cyprus	Roderigo, Cassio, Iago, Lodovico, Gratiano, Bianca	222-234 (5.1)

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Roderigo attacks Cassio on the streets of Cyprus, but does not injure him.

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- Cassio, uninjured, stabs Roderigo.
- Iago then wounds Cassio in the leg.
- Othello believes Iago has killed Cassio and leaves to murder Desdemona.
- After Othello leaves, Iago kills Roderigo.
- Bianca arrives while Iago checks on Cassio with Lodovico and Gratiano.
- Iago accuses Bianca of being a whore and planning the attack against Cassio.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 223-225

“Iago: I have rubbed this young quat almost to the sense
 And, He grows angry. Now whether he kills Cassio,
 Or Cassio kill him, or each do kill each other,
 Every way makes my gain. Live Roderigo,
 He calls me to a restitution large
 Of gold and jewels that I bobbed from him
 As gifts to Desdemona.
 It must not be. If Cassio do remain,
 He hath a daily beauty in his life
 That makes me ugly. And besides the Moor
 May unfold me to him. There stand I in much peril
 No, he must die. (Be’t) so. I (hear) him coming” (p. 223-225).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

In one sitting, **write a page in modern English stating exactly what Iago stands to gain from the murder of these two gentlemen. Use premises, purposes and arguments supported by the text.**

For a second writing task spanning two sittings, **discuss the ending of the play. How might it change if either Roderigo or Cassio were to figure out in time that they were being manipulated. Use the first writing period to write and the second period to revise and polish your piece.**

Be sure to fill out your Comparison Worksheet.

Close Close by extending today’s lesson to life and the world.

Community Connection

As a class, write a back-story about how Iago came to be the way he is. What factors led him to act this way? Do you think it was modeled for him? Do you think he will come out of the story unscathed?

Character Based Literacy Program 40-Minute Lesson Plan

Othello, Day 16



Outcomes for Today

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is a simile?

A simile is a figure of speech in which two unlike things are compared, usually in a phrase using *like* or *as*. Writers use similes to explain things, to express emotion, and to make their writing more vivid and entertaining. Discovering fresh similes to use in your own writing also means discovering new ways to look at your subjects.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

chaste (235)	alabaster (235)	repent (235)	heed(239)	perjured(241)
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READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Othello by William Shakespeare, p. 234-49

Setting	Characters	Pages
Desdemona's chambers	Othello, Desdemona, Emilia	234-249 (5.2)

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Desdemona is asleep when Othello enters her room.
- He kisses her, wakes her up, and accuses her of infidelity again.

- In spite of Desdemona's protests of her innocence, Othello kills her by smothering her.
- Emilia enters the room telling Othello what has happened in the streets.
- Othello says he is aware of what went on and believes Cassio is dead. He is quite surprised to learn Cassio is alive.
- Othello says Iago told him of Desdemona's infidelity with Cassio.
- Emilia is surprised when Othello says her husband Iago was the one who gave him the information.
- Emilia cannot believe what Othello has done and why he has done so.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 247

Othello: She was false as water.

Emilia: Tho art rash as fire to say
That she was false. O she was heavenly true!"
(p. 247)

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

A simile is a figure of speech that compares two things using the words "like" or "as." Look at the two similes from today's reading and then **write a piece reflecting on the comparisons. Use well-chosen details and event sequences to show how the comparisons are effective.**

In a follow up paragraph, further explain the context of the similes. Engage your reader with a point of view, and writing on the significance of this chapter.

Be sure to fill out your Comparison Worksheet.

Close Close by extending today's lesson to life and the world.

Community Connection

Write a simile of your own and share it with your neighbor. Discuss what you have taken away from Shakespeare's style of writing. Is it enjoyable to read his work? Why do you think it is noteworthy?

Character Based Literacy Program 40-Minute Lesson Plan

Othello, Day 17



Outcomes for Today

Standards for Writing

- b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is an idiom?

An idiom is a common expression that has acquired a meaning that differs from its literal meaning. An idiom is usually understandable to a particular group of people. It is an expression peculiar to a particular language that means something different from the literal meaning of the words. For example, “to have the upper hand” has nothing to do with hands. Another example is “it’s raining cats and dogs.”

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

deeds (263)	extenuate (263)	malice (263)	perplexed (263)	malignant (265)
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READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Othello by William Shakespeare, p. 250-65

Setting	Characters	Pages
Desdemona’s chambers	Othello, Emilia, Montano, Gratiano, Iago	251-265 (5.2)

RESPOND

Timeline Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Students might mention:

- Emilia cries “murder” and Iago, Montano, and Gratiano rush into Desdemona’s room.

- When pressured, Iago admits making accusations against Desdemona.
- Emilia calls him a liar and disputes his accusations.
- Emilia then explains the truth of how Desdemona's handkerchief made its way into Cassio's room.
- Othello tries to kill Iago but is stopped and disarmed by Montano and Gratiano.
- Iago kills Emilia and runs away.
- As Emilia dies, she tells Othello she sang the "Willow" song.
- Emilia asks to be placed on the bed next to Desdemona.
- Lodovico shares letters found in Roderigo's pockets.
- When Othello realizes his mistake and Desdemona's innocence, he stabs himself and falls dead on the bed across Emilia and Desdemona.
- Gratiano gets Othello's house and money.
- Cassio is now governor of Cyprus.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 263

"Othello: Soft you. A word or two before you go.
 I have done the state some service, and they know 't.
 No more of that. I pray you in your letters,
 When you shall these unlucky deeds relate,
 Speak of me as I am. Nothing extenuate,
 Nor set down aught in malice. Then must you speak
 Of one that loved not wisely, but too well;
 Of one not easily jealous, but being wrought,
 Perplexed in the extreme; of one whose hand,
 Like the base Judean, threw a pearl away
 Richer than all his tribe; of one whose subdued eyes,
 Albeit unused to the melting mood,
 Drops tears as fast as the Arabian Trees
 Their medicinable gum. Set you down this" (p. 263).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In this scene, Othello is pleading with those present to see to it that his actions are understood within the context of the events that took place. **Write a paragraph pretending you are Cassio, now general in charge of Cyprus. Use narrative techniques and dialogue to explain to the Governor of Venice precisely and concisely how it came to be that Othello killed both Desdemona and himself. Talk about specific characters and the details that they bring to the scene.** In your explanation use experiences and events to back up statements. Build a coherent whole toward a particular tone and outcome.

Be sure to fill out your Comparison Worksheet.

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Close Close by extending today's lesson to life and the world.

Community Connection

On the white board write each character's name. Then work together to decide on the exact moment their fate could have changed. What could each person have done differently?

Character Based Literacy Program 40-Minute Lesson Plan

Othello, Day 18



Outcomes for Today

Standards for Writing

b.) Apply *grades 1112 Reading standards* to literary nonfiction the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*]

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is racism?

According to the Anti-Defamation League, racism is the belief that a particular race is superior or inferior to another and that a person's social and moral traits are predetermined by his or her inborn biological characteristics. Racial separatism is the belief, usually based in racism, that different races should remain segregated and apart from one another.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

associated (72)	combatants (72)	vengeance(72)	disarmed (73)	demoted (73)
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READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Shakespeare Made Easy, p. 72-73

Setting	Characters	Pages
Cyprus	Roderigo, Iago, Othello, Desdemona, Bianca, Emilia, Lodovico	72-73

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

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- Iago tells Roderigo the only way to get the jewelry back from Desdemona is to kill Cassio.
- Roderigo attacks Cassio and both men are injured.
- Roderigo realizes that Iago has used him.
- Iago arrives with Lodovico and Gratiano, finding both Cassio and Roderigo injured.
- Iago kills Roderigo before he can talk.
- Desdemona wakes up to find Othello prepared to smother her with a pillow. She begs for her life to no avail and Othello kills her.
- Emilia enters to tell Othello of the attack on Cassio.
- Othello tells Emilia of the accusations against Desdemona, and how Iago played into the equation.
- Emilia now understands what has happened.
- When Emilia accuses Iago of being responsible for Desdemona's death and explains the handkerchief, Iago stabs and kills her.
- Iago escapes while everyone is stunned at what has happened.
- Othello lays Emilia next to Desdemona.
- Othello attacks Iago and then confesses how Iago has fooled him.
- More evidence against Iago is uncovered as Roderigo has letters on his body.
- Othello is removed from his command by Lodovico and Cassio becomes ruler of Cyprus.
- Iago is tortured into a confession.
- Othello kills himself and his body falls across those of Emilia and Desdemona.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 73

"Othello isn't quite defeated. He pulls out a dagger and, proclaiming himself one who loved not wisely but too well, kills himself. His body falls onto the bed, across Desdemona and Emilia. Cassio says he suspected Othello would do something like this because he was 'great of heart.' The play ends" (p. 73).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In the above passage, Othello takes his own life, falling on the bed next to the bodies of Desdemona and Emilia. Could Othello have prevented this tragedy?

In one sitting, **write a paragraph that explains how Othello could have used fortitude to prevent this tragedy. Give details and explain what tools he could have used to moderate his impulses.**

In a second period of two sittings, **prepare the premises, purposes and arguments in your writing as if it were to be presented in court.**

When you are finished with your writing prompt, take the quiz on page 74.

Close Close by extending today's lesson to life and the world.

Community Connection

As a group, decide the key lessons of Othello. How will you tell others about what you have learned? Are there parts of your life that you will approach differently? Relationships? Conflict?

Character Based Literacy Program 40-Minute Lesson Plan

Othello, Day 19



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Othello by William Shakespeare Suggestions for Final Essay

Task: Write a response essay that investigates the development of theme and character across acts.

Directions:

1. Review your text comparison worksheet.
2. Choose from the themes you have kept track of: jealousy or racism. Then decide which two characters you can use to best demonstrate the development of the theme over time.
3. Write a clear, concise, precise thesis statement.
4. Write an introduction that includes a brief discussion of the theme and your thesis statement.
5. Complete the body of your essay so that each paragraph demonstrates the further development of your thesis. Each paragraph should include evidence from character's thoughts or actions to justify your thesis. You will want to use the text comparison worksheet to help you explore the development of characters across acts.
6. Write a conclusion that sums up your arguments. It should remind the reader how the characters of the play relate to the theme you have chosen. It should restate your thesis.
7. Spell-check it. Save it. Print it. Trade with a peer.
8. Complete the following statements:
 - a. The thesis of this essay is....
 - b. I would like more explanation as to how _____ relates to the thesis.
 - c. I would like clarification on...
9. Revise. Save. Print. Place in your portfolio.