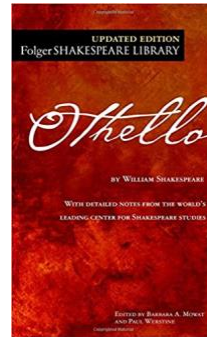


Othello

Lesson Plan



ISBN-10	0743477553
ISBN-13	978-0743477550
Author	Shakespeare, William
Publisher	Simon & Schuster
Copyright	1993
Lexile	1010L
Genre	Tragedy, Comedy, Romance
Synopsis	Othello, a brave and frequently absent Moor general, is tricked by the evil Iago into believing his beloved Desdemona has been unfaithful. Blind jealousy leads Othello on a course of action with tragic results. (Circa 1604.)
Themes	Prejudice, War and Conflict
Protagonist	Male
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program Lesson Plan *Othello*, Teacher Information



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 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

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 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**.

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 III 245-265
Setting		
Othello		
Iago		
Desdemona		
Cassio		
Mood/Tone/ Atmosphere		
Race/Racism/ Jealousy		
Imagery/Symbolism Idioms		

Character Based Literacy Program Lesson Plan

Othello, Background Day 1



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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 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.

Venn Diagram

Have students complete a Venn Diagram comparing either actors during Shakespeare's time and currently or looking at the theatre then vs. the movie theatre of today.

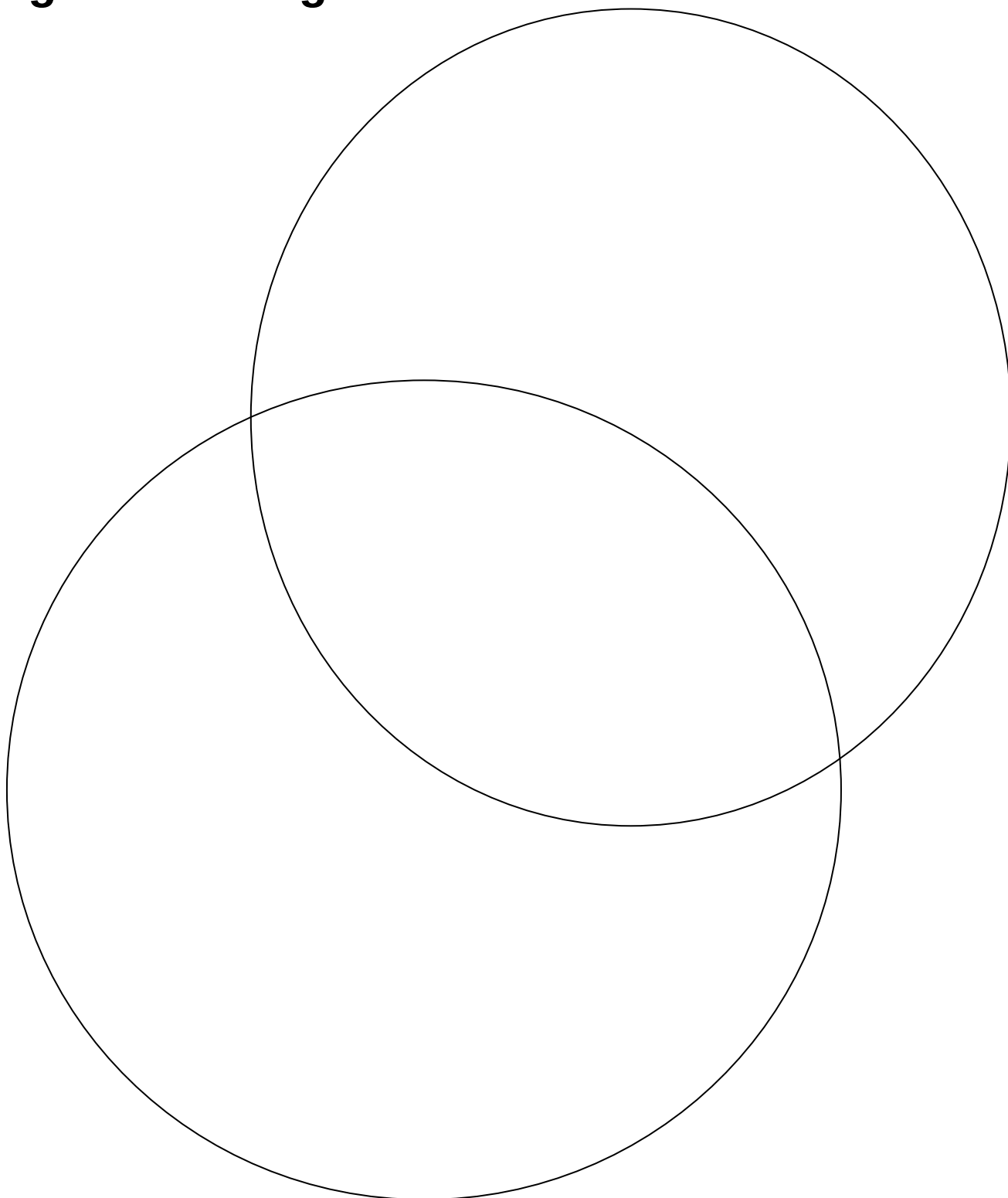
11. Close

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?

6g6 Venn Diagram Chart



Character Based Literacy Program Lesson Plan

Othello, Background Day 2



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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.

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=w>

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.

11. 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 Lesson Plan

Othello, Day 3



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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.

2. Word Wall

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

3. Review

4. Read

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, Lodovico	28-55

RESPOND

5. 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

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Begin a KWL chart of Shakespeare. Continue to fill it out in the weeks that follow.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

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.

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.

8. Discussion Ask discussion questions of all 9 types (see Day 3).

Key Questions

1. Which character had their courage tested most in this chapter?
2. Courage is risk for a reason: what reason have they gone to the island?
3. What does it mean for the characters to be away from Venice? Will it change their dynamic?
4. Courage requires moderating our impulses: how could Cassio have better responded to Iago's request to drink?
5. Was this scene an example of peer pressure? If yes, how so?
6. Othello and Desdemona are in a new marriage. What traits will they need to exhibit to make the marriage last?
7. Which character do you think will show the most courage as time goes on?
8. Are there elements of this chapter that led you to think something bad is about to happen?
9. Are there characters you think will be alright? Who has shown the best judgment so far?

9. 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

10. 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?**

11. 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.

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

Character Based Literacy Program Lesson Plan

Othello, Day 4



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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.

2. 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

3. 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.

4. 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 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

5. 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Continue to fill in the Shakespeare KWL chart.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Character Profile Chart

Create and complete character profile charts on Othello and Iago. Complete two traits for each character.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Do you think that Iago and Roderigo are justified in their grudges?
2. What do they hope to get by telling Brabantio that Othello has married Desdemona?
3. How would you describe Iago's personality?
4. Why does Brabantio change his feelings for Othello?
5. Did it take courage for Brabantio to hear a new point of view and change his mind?
6. What kind of man do you think this makes him?
7. Where is Othello sent and why?
8. Why does Iago hate Othello so much?
9. How are Cassio and Iago different while in Cyprus?
10. Would you say Cassio gave into peer pressure in this chapter?
11. How could Cassio have shown more courage?
12. Cassio mentioned that he knew he could not hold his alcohol well. Knowing that information, should he have indulged in drinking?

9. 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

10. 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

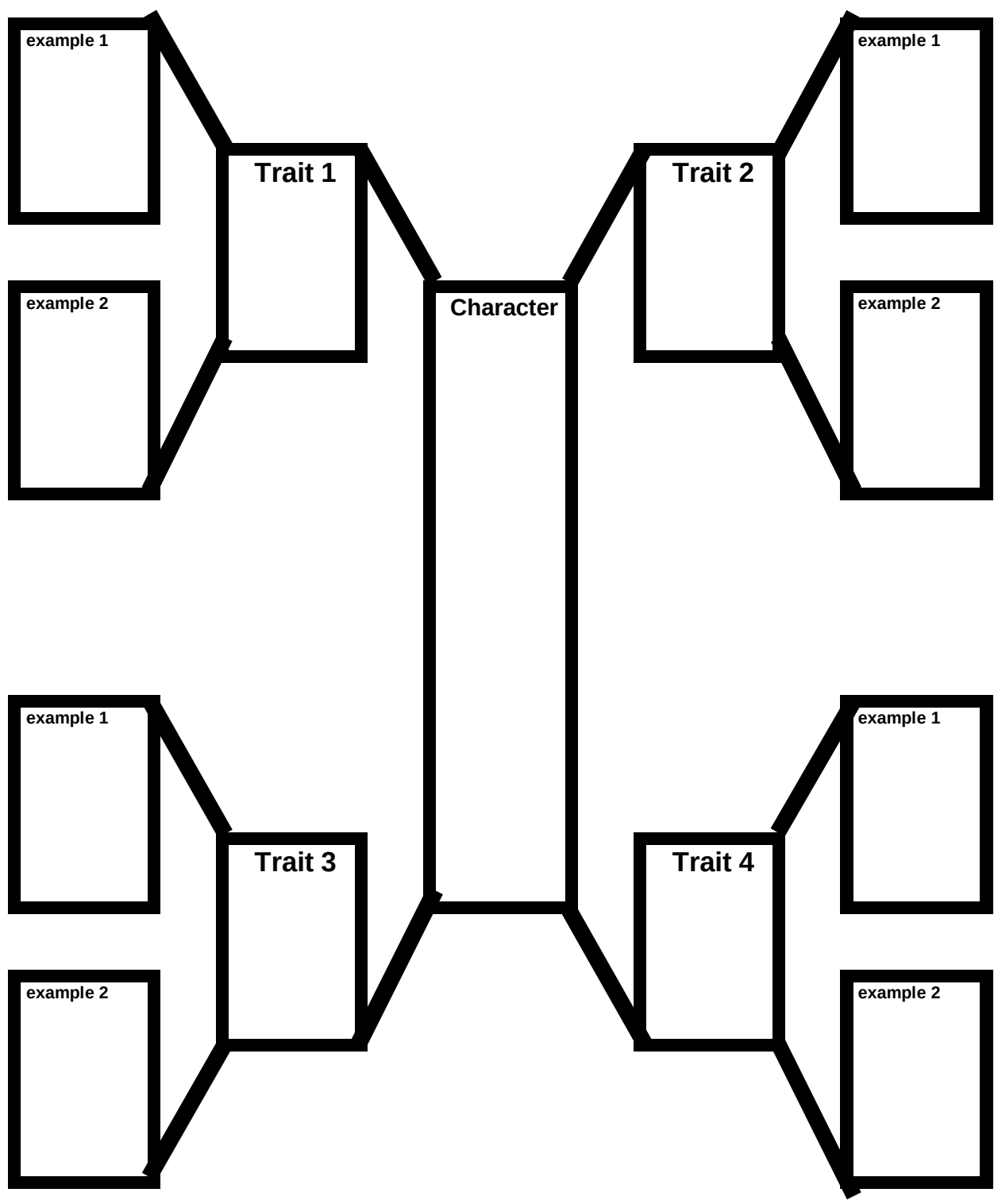
and peers to make the piece as good as possible before posting it online.

11. 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?

4g6 Character Profile Chart



Character Based Literacy Program Lesson Plan

Othello, Day 5



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

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.

2. 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

3. Review

Review the timeline from the beginning everyday.

4. 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

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

RESPOND

5. 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Continue adding to the KWL chart.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Character Profile Chart

Complete the character profile charts on Othello and Iago that you started yesterday. Add the final two traits for each character and examples from the reading to support your ideas.

Character Interaction Chart

Fill in the character interaction chart with Othello, Iago, and Desdemona.

8. Discussion Ask discussion questions of all 9 types (see Day 3).

Key Questions

1. Courage requires moderating our impulses: which characters could have shown more restraint in this chapter? Would it have led to a better result?
2. Why was Iago happy Cassio asked for Desdemona's help with Othello?
3. What is Othello's reaction to Desdemona's plea for Cassio's job?
4. Courage involves living for something bigger than our own wants and needs. What should Othello have done instead of listening to Iago?
5. How could he have better engaged Desdemona?
6. What is a "green-eyed" monster?
7. Courage requires doing something bigger than our own wants and needs. How can jealousy get in the way of acting courageously?
8. Why does Othello react to Desdemona the way he does?
9. After finding the handkerchief, how does Emilia feel?
10. Why do you think that Othello confides in Iago?
11. Iago helps Othello plan Cassio's death. Why?
12. What do you think makes Desdemona lie to Othello about the handkerchief?
13. Why did Othello hit Desdemona? Did this scene change the way you thought about Othello?
14. What does Iago do after Othello's outburst?

9. 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

10. 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 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?**

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

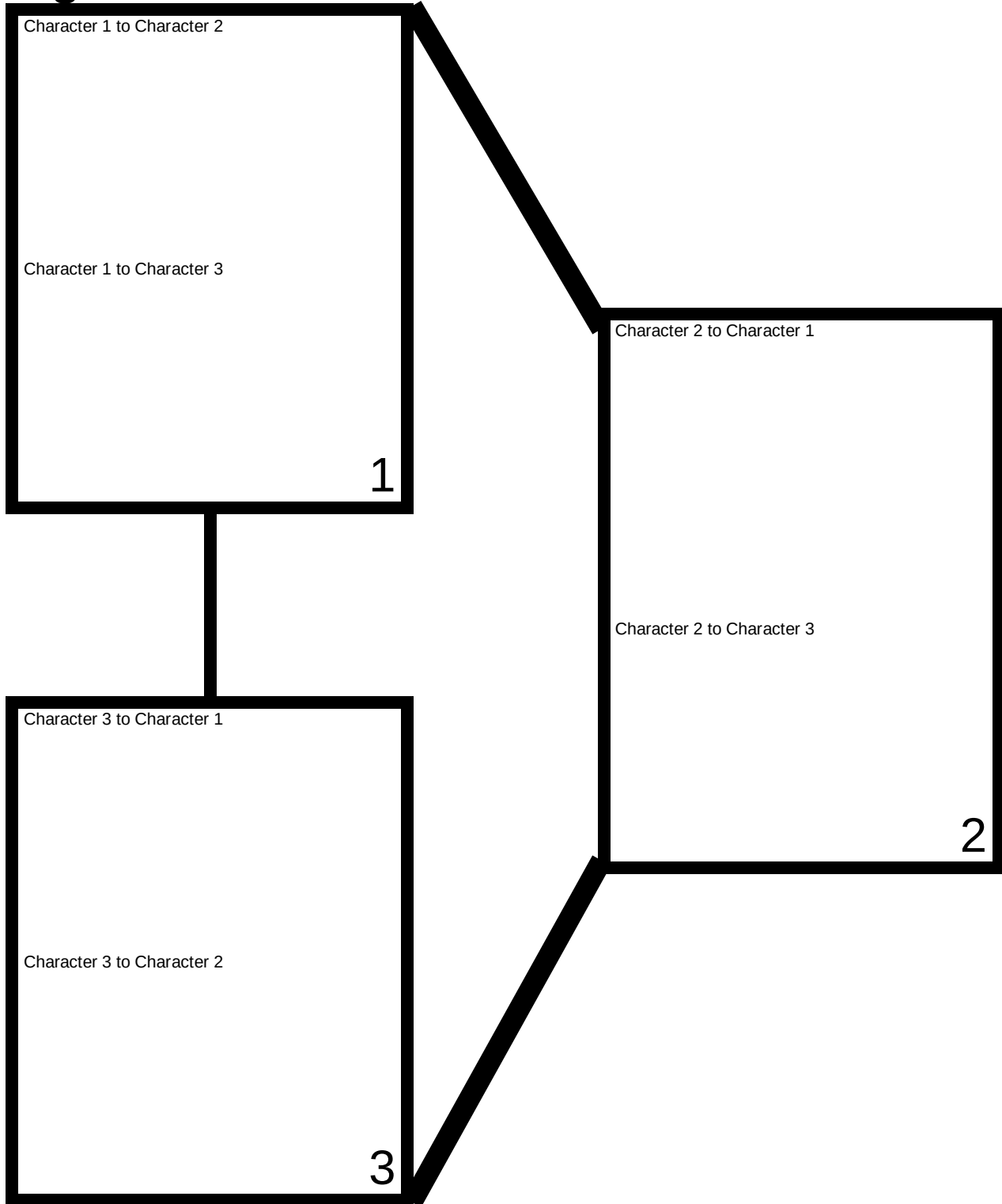
Community Connection

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?

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

5g6 Character Interaction Chart



Character Based Literacy Program Lesson Plan

Othello, Day 6



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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 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.

2. 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

3. Review

Review the timeline from the beginning everyday.

4. Read

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

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

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

RESPOND

5. 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.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Continue to fill in the Shakespeare KWL chart.

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**Sketch**

Sketch the description on page 12 of the gondolier or on page 18 of the Sagittarius.

8. Discussion Ask discussion questions of all 9 types (see Day 3).**Key Questions**

1. Why does Iago hate Othello so much?
2. Why did Othello give Cassio the position that Iago wanted?
3. Courage requires moderating our emotions. Describe how Othello is being emotionally manipulated. Could he reclaim control of his situation?
4. What position does Othello give to Iago?
5. Why did Iago want Roderigo to wake up Brabantio?
6. What impact does the news have on Brabantio?
7. Why do you think Iago rushes to warn Othello?
8. Courage requires a heroic journey where one thinks about a purpose larger than themselves. How does Othello's reaction to Iago's words show narrow-mindedness?
9. Do you think Othello will show courage by the end of the story?
10. Do you find Cassio to be a respectable character? How does he show attempts toward courage?
11. Why do Brabantio and his crew seize Othello?

9. 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. You shall mark
Many a duteous and knee-crooking knave" (p. 9).

EXTEND**10. 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.

11. 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?

Character Based Literacy Program Lesson Plan

Othello, Day 7



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

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.

2. 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

3. Review

Review the timeline from the beginning everyday.

4. 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

5. 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.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Continue to fill in the Shakespeare KWL chart.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Sketch

Sketch the storm that sinks the Turkish fleet.

Open Mind Portrait

Based on today's reading, add 5-7 more thoughts to your Iago or Othello OMP that you created yesterday.

8. Discussion Ask discussion questions of all 9 types (see Day 3).

Key Questions

1. Courage requires fortitude: who is acting on their impulses in this section? Which of these characters needs courage the most?
2. How is the Turkish fleet destroyed?
3. Why is Desdemona waiting anxiously for Othello?
4. Does Desdemona show courage in the story? If so, how?
5. What reception does Othello receive when he arrives?
6. Who does Iago enlist in his evil plan?
7. Does Iago represent the opposite of a courageous person? How do his actions represent a contrast to this unit's theme?
8. What does he hope to accomplish?
9. What character do you most identify with so far in the story? Which ones do you least connect with?

9. 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

10. 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 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.

11. 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 Lesson Plan

Othello, Day 8



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

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.

2. 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

3. Review Review the timeline from the beginning everyday.

4. 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

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

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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Continue to fill in the Shakespeare KWL chart.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Cartoon

Create a cartoon of today's reading. Draw the scenes as they occur and, using captions or thought bubbles, summarize what happened in today's reading.

Open Mind Portrait

Create an Open Mind Portrait for Othello or Iago (which ever you have not already begun). Draw that character and give them 5-7 thoughts or feelings from today's reading.

8. Discussion Ask discussion questions of all 9 types (see Day 3).

Key Questions

1. Courage requires moderating our impulses. Why is that difficult when alcohol is involved?
2. Why do you think Iago gets Cassio drunk?
3. Does it take courage to stand up to someone like Iago?
4. Courage could have been demonstrated in this section. What characters are most to blame? What could they have said?
5. How does Roderigo get Cassio to fight? Why does he?
6. What causes Cassio to fight with both Roderigo and Montano?
7. Why did Othello strip Cassio of his lieutenantcy?
8. How does Iago handle and manipulate Cassio after Othello strips him of his lieutenantcy?
9. What is the next step in Iago's plan? Why does he make this move?
10. If you were Cassio, what would you think about the entire situation?

9. 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

10. 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 might reference in his interview?**

11. 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 Lesson Plan

Othello, Day 9



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

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.

2. 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

3. Review

Review the timeline from the beginning everyday.

4. 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)
Citadel	Othello, Iago, Desdemona	115-37 (3.2, 3.3)

RESPOND

5. 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.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Continue to fill in the Shakespeare KWL chart.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Cubing an Action

Based on today's reading, have students create a cube summarizing the actions of the characters and the effects those actions had on others.

Open Mind Portrait

Add bubbles to previously created OMPs of Othello or Iago.

8. Discussion Ask discussion questions of all 9 types (see Day 3).

Key Questions

1. Courage requires moderating emotions. How is Iago a master at emotional manipulation?
2. Why does Cassio bring musicians with him when he arrives?
3. What is Iago's reason for having Cassio meet with Desdemona?
4. Courage requires looking at the big picture. How could these characters better avoid falling into Iago's plan?
5. What kind of courage would they need to show to change the outcome of the play?
6. How does Iago create suspicion in Othello's mind?
7. What does Iago do to make Othello believe he knows more than he is saying?
8. In what way does Iago create more jealousy in Othello than was already present?
9. Do you know anyone in your life that's similar to Iago?
10. What mannerisms does this person share?

9. 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

10. 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?**

11. 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?

11c12 Cubing an Action

When and Where				
		Who		
	Cause	Action	Effect	
		Evaluation		

Character Based Literacy Program Lesson Plan

Othello, Day 10



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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.

2. 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

3. Review Review the timeline from the beginning everyday.

4. 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
Othello's bedroom	Othello, Desdemona	137-151 (3.3)
outside	Iago	

RESPOND

5. 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Continue to fill in the Shakespeare KWL chart.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add bubbles to your Iago or Othello OMP.

Sketch

Create a sketch of Desdemona's handkerchief.

8. Discussion Ask discussion questions of all 9 types (see Day 3).

Key Questions

1. Courage requires moderating our impulses. How could Emilia's actions changed the plot of the play? Could she have changed everyone's fate?
2. Why did Othello complain of a headache?
3. Courage leads us to consider a heroic journey where people live for purposes bigger than themselves. Is Othello thinking of the big picture in this section?
4. What reason does Iago have for wanting Desdemona's handkerchief?
5. If you were Emilia, would you have cooperated with Iago?
6. What has caused Othello to threaten Iago?
7. When Iago spills the beans, what does he tell Othello?
8. How does Othello react to the allegations made by Iago?
9. Do you think Othello will regret his actions?
10. What does Iago get in return for spilling the beans?

9. 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**10. 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.

11. 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 Lesson Plan

Othello, Day 11



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

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.

2. 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

3. Review Review the timeline from the beginning everyday.

4. 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

5. 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.
- 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 has put it there.
- Cassio asks Bianca to copy the embroidery for him.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Continue to fill in the Shakespeare KWL chart.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Create an OMP of Desdemona. Using what you know about her and what you learned today, give her 5-7 thoughts. What do you think she is thinking, feeling, and reflecting?

Character Interaction Chart

Fill in the character interaction chart for Desdemona, Othello, and Cassio. Give descriptions of how they interact with one another.

8. Discussion Ask discussion questions of all 9 types (see Day 3).

Key Questions

1. Courage requires handling emotions. Why is Othello so angry when Desdemona cannot produce the handkerchief? Do you think he could have communicated more thoughtfully?
2. Why does Desdemona continue to try and have Cassio reinstated? Why does she care so much?
3. Courage means thinking of others instead of one's self. Would you say Desdemona's defense of Cassio showed courage?
4. Was it brave of her to stand up to her husband?
5. What is so special about her handkerchief that has Desdemona so concerned for its whereabouts?
6. How does Othello increase Desdemona's anxiety?
7. What does Desdemona do when Cassio comes to her? Why does she act this way?
8. When Cassio finds Desdemona's handkerchief, what is his reaction?
9. How did the handkerchief get into Cassio's room?
10. What role does Bianca play in the handkerchief fiasco? Did she show courage in confronting Cassio?
11. If you were Cassio, what would you do?
12. Do you know anyone in your life like Cassio or Bianca?

9. 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

10. 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.

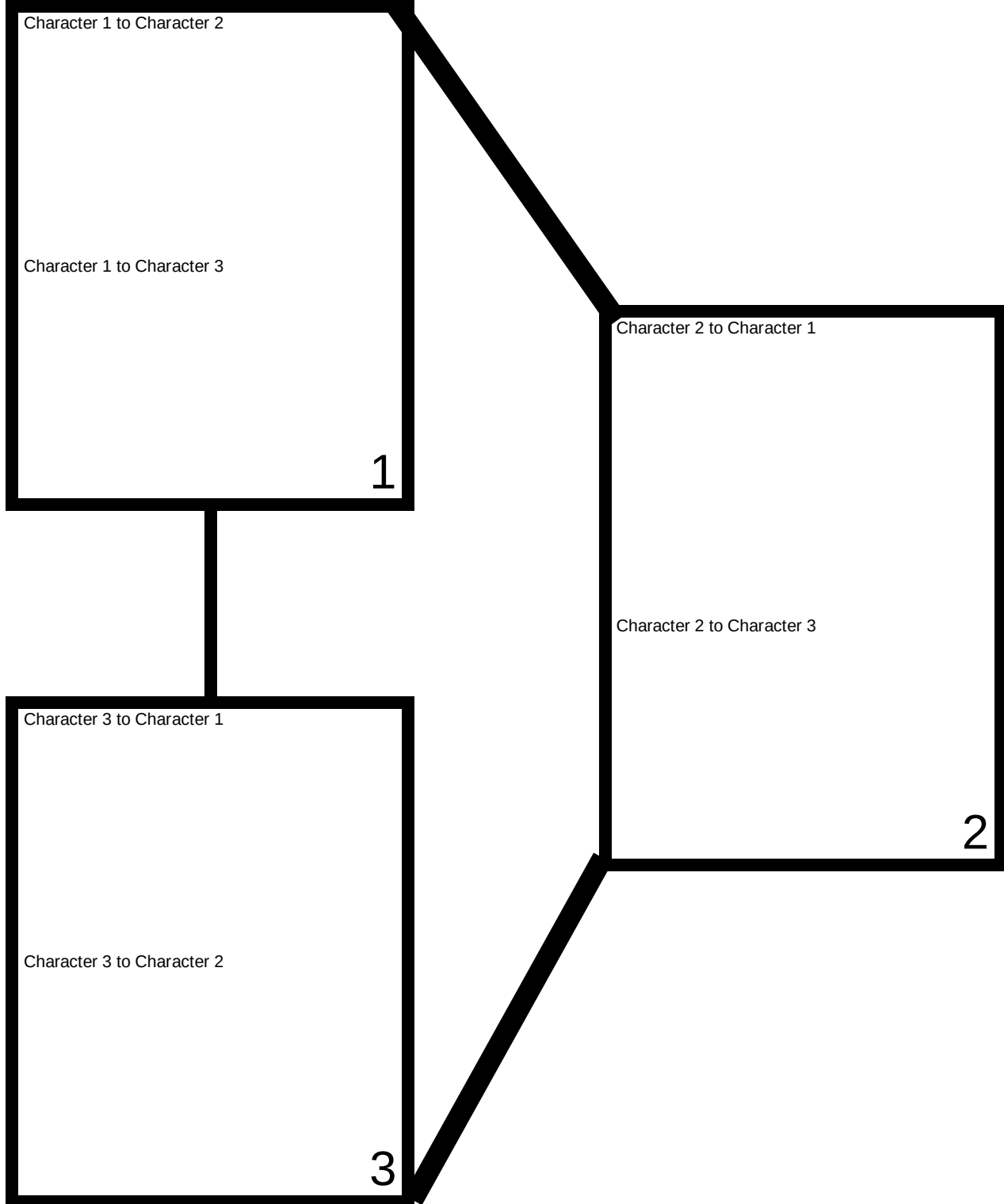
Show how the plot lines have developed based on events and characters. Demonstrate the sequence of events that have led to mystery, suspense and growth resulting in this scene.

11. 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?

5g6 Character Interaction Chart



Character Based Literacy Program Lesson Plan

Othello, Day 12



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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 isn't remorse.

2. Word Wall

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

3. Review Review the timeline from the beginning everyday.

4. 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

5. 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.
- 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Continue to fill in the Shakespeare KWL chart.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add bubbles to your OMP of Iago, Othello, or Desdemona.

Postcard

Pretend you are Lodovico reporting to the duke and senators. Write them a postcard describing what you have witnessed and how you feel about the changes you have

seen in Othello. On the opposite side draw a picture that represents today's reading. Make sure you properly address the postcard.

8. Discussion Ask discussion questions of all 9 types (see Day 3).

Key Questions

1. Iago is continuing to torment Othello. Why do you think he acts this way?
2. Have you ever seen someone act in the way that Iago does?
3. Courage requires fortitude. Have you ever stood up to someone like Iago? What did it feel like?
4. Why did Iago have Othello see Cassio and Bianca's conversation without being able to hear it?
5. Courage involves paying attention to something larger than your wants and needs. How is Othello losing his ability to act with courage?
6. What was Othello's reaction? What did he do to make this happen?
7. Why does Lodovico come from Venice?
8. What is he charged with accomplishing?
9. Who is to replace Othello when he returns to Venice?
10. What does Othello do to Desdemona in front of Lodovico?
11. How does Lodovico feel after seeing this?

9. 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

10. 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.**

11. 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 Lesson Plan

Othello, Day 13



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

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

2. 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

3. Review Review the timeline from the beginning everyday.

4. 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

5. 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Continue to fill in the Shakespeare KWL chart.

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**Open Mind Portrait**

Add bubbles to your OMP of Iago, Othello, or Desdemona.

Character Profile Chart

Complete a character profile chart for Iago, Othello, or Desdemona. List the character and include their traits. Make sure you give examples from the reading.

8. Discussion Ask discussion questions of all 9 types (see Day 3).**Key Questions**

1. Courage requires keeping our emotions in check. Did Othello really listen to Emilia? Why can't he hear what she is trying to say?
2. What does he hope to get from her?
3. Why do you think Othello talks in the way he does, treating her like a mistress?
4. Courage means seeing the big picture. What reason does Othello have for calling Desdemona a whore? What has led him to speak to her in this way?
5. What has happened to make him believe this?
6. How does Desdemona react?
7. Why do you think she goes to Iago?
8. Why does Roderigo complain to Iago? What does he hope to accomplish?
9. What is Iago's rebuttal to Roderigo's complaint?
10. Have you ever known anyone similar to Iago?

9. 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**10. 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.

11. 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.

4g6 Character Profile Chart

The diagram is a central vertical rectangle labeled "Character". It is connected by diagonal lines to four trapezoidal boxes labeled "Trait 1", "Trait 2", "Trait 3", and "Trait 4". Each trait box is further connected by diagonal lines to two rectangular boxes labeled "example 1" and "example 2". The layout is symmetrical, with Trait 1 and Trait 2 at the top, and Trait 3 and Trait 4 at the bottom.

Character

Trait 1

Trait 2

Trait 3

Trait 4

example 1

example 2

Character Based Literacy Program Lesson Plan

Othello, Day 14



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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.

2. Word Wall

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

3. Review Review the timeline from the beginning everyday.

4. 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

5. 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Continue to fill in the Shakespeare KWL chart.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add bubbles to your OMP of Iago, Othello, or Desdemona.

Character Profile Chart

Complete another character profile chart. Choose a character you have not yet profiled (Othello, Desdemona, Iago, or Roderigo).

8. Discussion Ask discussion questions of all 9 types (see Day 3).

Key Questions

1. Why does Othello go for a walk with Lodovico?
2. How did Othello talk with Desdemona?
3. What did Othello direct her to do?
4. Courage requires fortitude. Which characters from the scene could use a dose of courage. How would you like them to act?

5. How does Desdemona handle his direction?
6. What do Desdemona and Emilia discuss while getting ready for bed?
7. What is Desdemona's opinion?
8. Courage is not taking a risk for a thrill. Do you think there will be serious repercussions in the chapters to come? Will characters have to face the decisions they have made?
9. What is Emilia's opinion?
10. Who does your opinion align with?

9. 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

10. 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.

11. 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?

4g6 Character Profile Chart

The diagram is a central vertical rectangle labeled "Character". It is connected by diagonal lines to four rectangular boxes: "Trait 1" (top-left), "Trait 2" (top-right), "Trait 3" (bottom-left), and "Trait 4" (bottom-right). Each trait box is further connected by diagonal lines to two smaller rectangular boxes, labeled "example 1" and "example 2".

Character

Trait 1

Trait 2

Trait 3

Trait 4

example 1

example 2

Character Based Literacy Program Lesson Plan

Othello, Day 15



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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.

2. Word Wall

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

3. Review Review the timeline from the beginning everyday.

4. 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

5. 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.
- 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Continue to fill in the Shakespeare KWL chart.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add bubbles to your OMP of Iago, Othello, or Desdemona. Be sure to include their thoughts, ideas, and feelings.

Visual Representation

Using details from the scene, create a visual product of the scene on the streets of Cyprus, the attack of Roderigo on Cassio, the attack of Iago on Cassio, or the attack of Iago on Roderigo.

Cartoon

Create a cartoon of the events in today's reading (*Othello* Act 5 Scene 1). Your captions should summarize today's reading.

8. Discussion Ask discussion questions of all 9 types (see Day 3).

Key Questions

1. Why do you think Roderigo attacks Cassio?
2. Courage requires looking at the big picture. If the characters knew what was really going on, would the scene still play out the same?
3. Which characters lack courage in this scene? Which one would change the story the most if they demonstrated it?
4. Is it disappointing to see characters act without courage?
5. Why does Iago wound Cassio?
6. How do the cries of Cassio influence what Othello does?
7. What was the reason Iago kills Roderigo?
8. Bianca is accused by Iago of planning the attack on Cassio. Why does Iago make these accusations?
9. How can these accusations hold?
10. If you were Lodovico or Gratiano, what would you think?

9. 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

10. 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.

11. 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 Lesson Plan

Othello, Day 16



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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.

2. Word Wall

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

3. Review Review the timeline from the beginning everyday.

4. 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

5. 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Continue to fill in the Shakespeare KWL chart.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add bubbles to your OMP of Iago, Othello, or Desdemona.

Cubing an Action

Cube Desdemona's death in the Cubing an Action cube. Include the cause, effects, and details.

Character Profile Chart

Create a character profile chart for Emilia using today's reading. Think of Emilia's character traits and write them in the boxes. Make sure you have examples from today's reading to support your trait.

8. Discussion Ask discussion questions of all 9 types (see Day 3).

Key Questions

1. Courage Requires Fortitude. What did Emilia say about Iago's information?
2. Why does Othello wake Desdemona with a kiss if he is going to kill her?
3. Why doesn't Othello believe Desdemona when she claims to be innocent?
4. Courage requires we moderate our impulses. What could Othello have done to de-escalate the situation?
5. What is the reason that Othello chooses to smother her with a pillow rather than kill her another way?
6. How does Othello react when Emilia tells him of the goings on in the streets?
7. What does he say to Emilia about the fight that occurred?
8. When she corrects him, how does Othello react?
9. Did Emilia show courage when she chose to speak up?
10. After Othello explains his killing of Desdemona, how does Emilia respond? What does she say?

9. 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

10. 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.

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

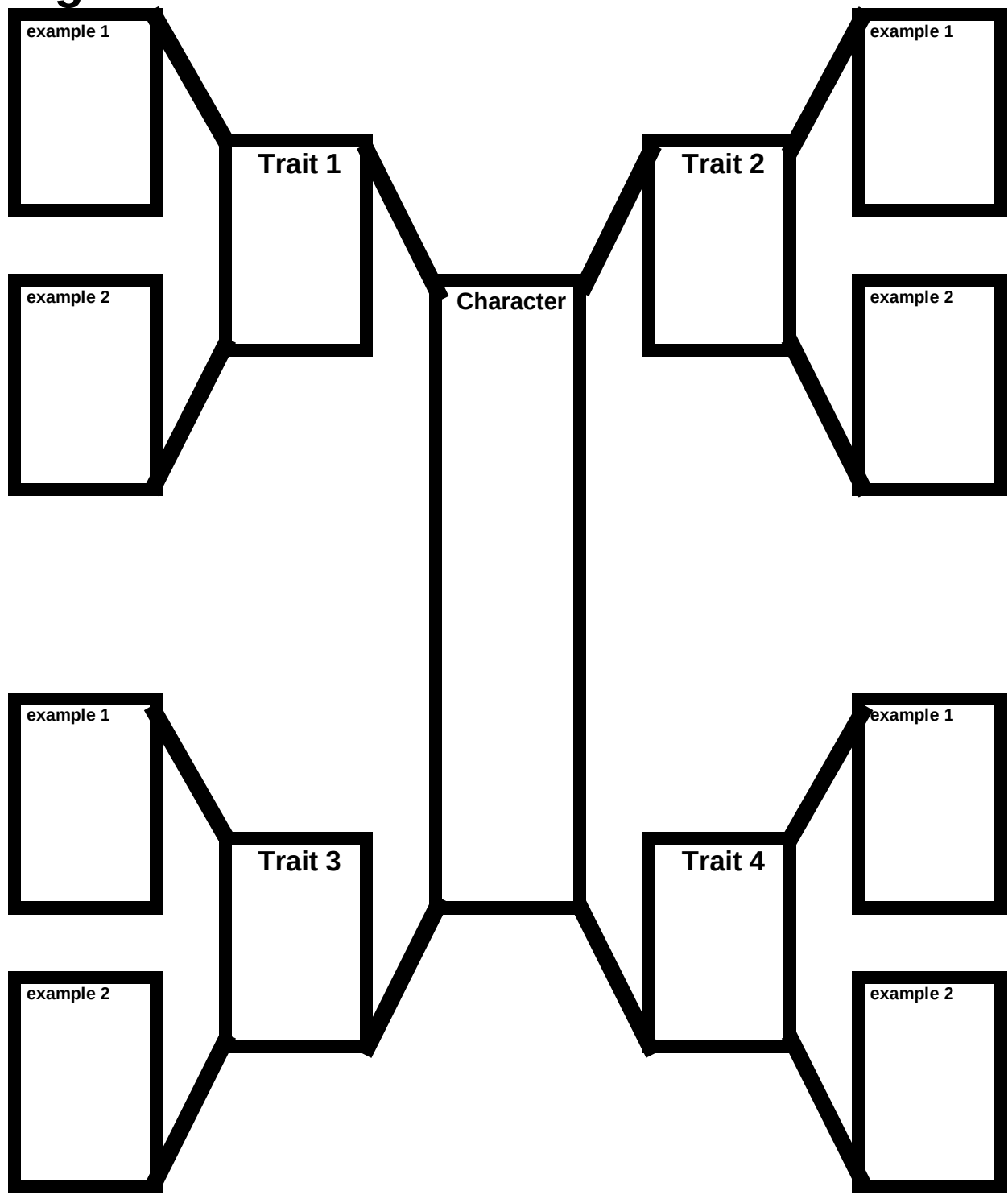
Community Connection

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?

11c12 Cubing an Action

When and Where				
		Who		
	Cause	Action	Effect	
		Evaluation		

4g6 Character Profile Chart



Character Based Literacy Program Lesson Plan

Othello, Day 17



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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.”

2. Word Wall

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

3. Review Review the timeline from the beginning everyday.

4. 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

5. 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Continue to fill in the Shakespeare KWL chart.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Finish adding any final bubbles to your OMP of Iago, Othello or Desdemona.

Plot Profile Chart

Fill in a Plot Profile Chart based on today's reading. Students should pick important details from the reading and rank them from 1-10 based on the intensity of the action.

8. Discussion Ask discussion questions of all 9 types (see Day 3).

Key Questions

1. What does it take for Iago to finally admit his accusations against Desdemona?
2. Is Iago courageous or cowardly? Why do you think he finally comes clean and confesses?
3. How did Emilia know the truth about Desdemona's handkerchief?
4. Why did Emilia go against her husband? Is she an example of "Courage Requires Fortitude"?
5. What keeps Othello from killing Iago?
6. Why do you think Othello was prevented from doing so?
7. Why did Iago kill Emilia?
8. As Emilia is dying, she asks to be placed on the bed next to Desdemona. How is this final act consistent with her character?
9. What do the letters and papers in Roderigo's pockets prove?
10. Othello stabs himself, kisses Desdemona, and dies lying across her and Emilia. Why does he do this?
11. Is anyone in this scene on a heroic journey? Who will you remember the most?
12. What would have been a better way for Othello to handle this?
13. Who gets Othello's house and riches?
14. Who does Lodovico make the governor of Cyprus?

9. 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

10. 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.

11. 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?

3g6 Plot Profile Chart

10											
9											
8											
7											
6											
5											
4											
3											
2											
1											
Intensity	Description										
Event		1	2	3	4	5	6	7	8	9	10

Character Based Literacy Program Lesson Plan

Othello, Day 18



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

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.

2. 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

3. Review

Review the timeline from the beginning everyday.

4. 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

5. 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 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.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Continue to fill in the Shakespeare KWL chart.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Beginning-Middle-End Chart

Use the Beginning-Middle-End Chart to put events of Othello in order.

8. Discussion Ask discussion questions of all 9 types (see Day 3).

Key Questions

1. Courage requires moderating our impulses. Which characters acted rashly in this chapter? Which ones acted with intention?
2. Why does Roderigo want the jewelry back from Desdemona?
3. What can Iago gain by having Roderigo kill Cassio?
4. When do you think Roderigo realizes that Iago has set him up?
5. Why did Iago kill Roderigo?
6. Why do you think Othello kills Desdemona in spite of her pleas of innocence?
7. Do you think Emilia's actions demonstrate courage? Why or why not?
8. Does Emilia consider her own fate when speaking the truth to Othello?
9. What do you think causes Emilia to turn on Iago?
10. Describe how Emilia shows courage in this section. What choices does she make? Are they admirable?
11. What does Iago do when he is accused by Emilia?
12. How does Othello attack Iago when his sword was taken away?
13. What evidence is uncovered proving Iago's guilt?
14. Courage requires not acting on emotions rashly. Does Othello kill himself because he failed to see reality and act thoughtfully with courage?

9. 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

10. 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.

11. 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?

Beginning	Middle	End

Character Based Literacy Program Lesson Plan

Othello, Day 19



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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.