

Frenemies: Relationships in Othello

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Rationale

Building relationship is an essential part of growing up and becoming a better member of a community. The purpose of this unit is to help students better understand relationships and how they effect the individual through a classical text. Many different types of relationships are represented in William Shakespeare's tragedy, *Othello*. One of the popular relationships is something known as a "frenemy." A frenemy is a friend who is also your greatest enemy. It takes the phrase "keep your friends close and your enemies closer" to a whole new level. The frenemy relationship I am referring to is that between Othello and Iago. Although they are best of friends at the start of the play, by the end they are mortal enemies, all the while Othello having no idea Iago had felt this way all along. Throughout the unit we will be analyzing this and other relationships throughout the text and explore how these relationships differ and what we can learn from them. We will be touching on themes of honesty, love, loyalty, truth, and betrayal.

Although *Othello* is an archaic text, and many students struggle with the language, it is vitally important to their success as a educated reader. Many of the themes and archetypes we see in modern day were originated by Wm. Shakespeare. Seeing the transcendence in literature and in life is essential to helping students see past the life of a high school student. Although this lesson is suited for a tenth grade english course, it can easily be modified for any level of high school. Beyond the themes in the text and how they relate to the students, we will be looking at language and its movement through the time. Discovering why Wm. Shakespeare uses this language and how it affects the plot is a large aspect of studying any Shakespeare text. These higher order critical thinking skills are skills that can easily be

translated to standardized testing such as the FCAT or SAT/ACT. Beyond the test, analyzing and synthesizing information is a skill required for success in college and life.

Some of the supplementary materials used to scaffold the material are seemingly unrelated, but prove to be a great catalyst for conversation and discovery. We will be viewing a short clip from the film Mean Girls, and later using relationships from pop culture to connect the text to current events. All supplementary materials have been viewed and approved by the proper sources to be shown in front of the students.

Again, the primary goal is to expand students world and allow them to see how relationships affect us, now and in the future. Doing this through a classic text such as Shakespeare allows for a great deal of learning and reflecting. Putting literature and life into perspective is an essential skill and one that will result in students who are more aware and better world citizens.

There are several aspects of my classroom that are necessary to be able to pick up where I begin. First of all, it was not my intention to have this be the first unit in the semester. The unit before this would be some sort of introduction to Shakespeare where they become familiar with the language and context. While this unit would continue to show them how investigate Shakespeare's works on their own, they would be scaffolding what information they already know about Shakespeare. Some things that speak to the organization of my classroom include the regular use of journals, the work baskets in the front of the room, and a culture of open discussion. Journals in our classroom, are for do now's and in class reflection. The work baskets are by my desk and are where all work is located; both make up and collections.

Common Core Standards

Key Ideas and Details

- **RL.9-10.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.9-10.2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

- **RL.9-10.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **RL.9-10.5.** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **RL.9-10.6.** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

- **RL.9-10.7.** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- **RL.9-10.8.** (Not applicable to literature)
- **RL.9-10.9.** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

- **RL.9-10.10.** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Text Types and Purposes

- **W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Comprehension and Collaboration

- **SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and

understanding and make new connections in light of the evidence and reasoning presented.

Vocabulary Acquisition and Use

- **L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
 - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
- **L.9-10.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Required Texts / Materials

Othello by William Shakespeare

Worksheets attached in the Appendix

Videos attached in the Appendix

Projector with A/V hook up available

Ipad's with Elizabethan Insult Generator Application pre-downloaded

1965 *Othello* film Directed by Stuart Burge

Goals

Students will read the texts assigned

Students will complete all in and out of class work assigned

Students will look to the text for reflection on relationships

Students will form their own opinions about relationships in their life and the text

Students will recognize archetypes in relationships

Students will gain a broader view of relationships in their life and the text

Objectives

SWBAT:

Argue an opinion with legitimate and rationalized reasoning

Recognize character traits

Compare characters in a relationship

Collaborate in a group setting

Select specific sections of the text that important to the greater message

Critique text in an appropriate setting

Recall events significant to themes or ideas

Apply themes to significant scenes or relationships

Manipulate texts to support an argument

Deduce characteristics of relationships

Classify Shakespearean language

Rearrange the language to deduce meaning

Diagram information in a text

Asses personality traits

Discover archetypal relationship characteristics

Contrast Shakespeare's themes to ones in other texts

Generate an adaptation

Detect repeating words in the text

Distinguish the purpose of repetition in Shakespeare

Recognize symbols throughout the text

Develop a method for conveying a moral

Formulate a means to teach a moral

Construct a narrative

Defend all ideas in a mature and appropriate manor

Daily Lesson Breakdown

Week One:

Day 1	
Time	Activity
3-5 minutes Do Now	Watch <i>Mean Girls</i> Clip (http://www.youtube.com/watch?v=hgxwLSSmitw) and divide the class in half, moving their desks to face each other.
3-5 minutes	Students will be debating whether friends should be completely honest regardless of the consequences, or lie for “their own good.” Assign each side an argument
10 minutes	Each side will spend ten minutes deciding what their main points of argument will be. They must come up with a minimum of 5. One student must be the scribe and write down the ideas/notes from the opponents. Another student must be elected to be the leader. The leader will be the only one who speaks for the group although the entire team must help to form arguments.
30-40 min	Each side will take turns arguing their side, being sure to note what the opposing side says. The first side to go will be determined by a coin toss. The teacher will not interrupt, but act as a moderator to ensure conversation maintains fluidity and appropriateness.
5 min	Students quickly and quietly move back to their seats and arrange the desks appropriately.
20-30 min	Teacher begins whole class discussion to determine who “won,” and review key points from each argument. Briefly discuss why honesty is a part of friendship - Why is it an expectation? What happens when that honesty is betrayed? Is there reasons why dishonesty would be excused?
5-10 min	Teacher will show character matrix (Appendix A) explaining that tomorrow the class will begin filling these in and that students should be paying special attention to the characters listed.
Homework	Read Act 1 Scenes 1 & 2. Pick a line or set of lines that are important to what has happened in the story so far.

Day 2	
Time	Activity

Day 2	
10-15 min Do Now	Write down the line/lines selected from last night's homework and write a paragraph explaining why it is important. Use examples from the text.
10 min	Read a few examples from volunteers and briefly discuss why those lines are important.
5-10 min	Students take out character matrices. Teacher explains how the matrices will work: Each box represents a relationship between two characters. We will be noting important information regarding these relationships, for example, important events that happen to them that bring them together or tear them apart, things they share or hate together, or reoccurring themes/symbols surrounding them. For the boxes where the relationship is with a character and his/herself, we will be talking about that character individually and how they bring them self down or characteristics of their personality.
20-30 min	Students begin filling out matrix, recognizing that we will be continuing to add to these throughout the next two weeks.
15-20 min	Students pair with the student next to them to begin jigsaw. They will compare answers and add to their own or realize what may be irrelevant.
10-15 min	Teacher collects matrix and puts them in the classwork basket at the front of the class while asking any closing questions, ensuring students understand homework.
Homework	Summarize Scenes 1 and 2 in a few sentences

Day 3	
Time	Activity
10-15 min Do Now	Write down the line/lines selected from last night's homework and write a paragraph explaining why it is important. Use examples from the text.
10-15 min	Review what has happened in the text so far
40-50 min	Read the third scene of the first act of <i>Othello</i> in class. Have students volunteer to read parts, making sure they read with appropriate tone and pace. Stop after each page to discuss what has happened and discuss important words/symbols. Be sure to hit on : Othello: Rude or Noble? Is everyone's behavior normal? Why is Othello's speech important? How mad is her dad? Iago? Repetition of words or symbols
5-10 min	Answer discussion question in journal: How is hiding the "whole" truth good or bad? How do we see these represented in the play so far?
10 min	Watch <i>Othello</i> movie, Act 1 Scene 3
Homework	Read Act 2 Scenes 1 & 2. Pick a line or set of lines that is most important to the selected reading.

Day 4	
Time	Activity
10-15 min Do Now	Write down the line/lines selected from last night's homework and write a paragraph explaining why it is important. Use examples from the text.
10-15 min	Review what has happened in the text so far
40-50 min	Read the third scene of the second act of <i>Othello</i> in class. Have students volunteer to read parts, making sure they read with appropriate tone and pace. Stop after each page to discuss what has happened and discuss important words/symbols. Be sure to hit on : Why did Cassio get drunk? What did he do? Why is Iago able to trick Othello so easily? Is Iago being good or bad? Repetition of words or symbols
5-10 min	When the play gets to the scene where Cassio and Roderigo fight, have a few students act out the fight scene. Stop when Othello enters. After the reading is complete, discuss why Iago helps people by hurting them: is he good or bad?
10 min	Watch <i>Othello</i> movie, Act 2 Scene 3

Day 5	
40-50 min	Work on Yoda Worksheet Appendix B (http://www.youtube.com/watch?v=fE8PieLJttY)
15-20 min	Students will pair up with a neighbor and continue working on the worksheet, finishing up whatever they did not get to. They will discuss their answers and if they are different, explain why.
5-10 min	Students will turn in worksheets and move desks back to the appropriate place.
Homework	Read Act 3 Scenes 1 & 2. Pick a line or set of lines that is most important to the selected reading.

Week Two:

Day 1	
Time	Activity
10-15 min Do Now	Write down the line/lines selected from last night's homework and write a paragraph explaining why it is important. Use examples from the text.
10-15 min	Review what has happened in the text so far
30-40 min	Read the third scene of the third act of <i>Othello</i> in class. Have students volunteer to read parts, making sure they read with appropriate tone and pace. Stop after each page to discuss what has happened and discuss important words/symbols. Be sure to hit on : Why is Othello upset by Desdemona asking to help Cassio? How does Iago trick Othello into not trusting his wife? What does Othello realize when he is thinking alone? What's the deal with the handkerchief? How does Iago use Cassio's "dream" to his advantage? How/Why is Iago promoted?
5-10 min	Small group discussion: Discuss Iago - How evil is Iago? How is his friendship good or bad? Is he looking out for himself? Come up with 5 points to share with class.
5-10 min	Whole class discussion: Iago - Each group present at least two of their points with a solid argument why they feel that way.
10 min	Watch <i>Othello</i> movie, Act 2 Scene 3
Homework	None

Day 2	
Time	Activity
15-20 min Do Now	Get your Character Matrix from the stack when you enter class and fill in what we now know about the characters being sure not to erase what you have already written, only adding.
2-5 min	Assign students character-celebrity relationships (for future purposes celebrity couples may be changed). Othello and Iago - Ronnie and Mike from <i>Jersey Shore</i> . Othello and Desdemona - Chris Brown and Rihanna. Students can suggest another couple if the example is appropriate.
15-20 min	Fill out the worksheet in Appendix C
15-20 min	Have students pair with a neighbor that has the same couple and compare worksheets, add information and see where the differences/similarities lie.
20-30 min	With the Post-it Easel's create a class list of similarities and differences between the <i>Othello</i> couples and the celebrity couples.
10-15 min	Write in journals: Name some archetypal traits about the relationship you were assigned. How has Shakespeare created relationships we can still relate to today?
Homework	Summarize what has happened so far in the story in just a few sentences.

Day 3	
Time	Activity
10-15 min	Write in your journal what you think has been the most significant event thus far and why. Use textual evidence.
15-20 min	Discuss in class what events have been crucial to the story so far and why they are so essential.
15-20 min	Students will pair with a neighbor and brainstorm ideas for the writing prompt: If the story of <i>Othello</i> occurred in a different place or location how would the characters be different? Write at least four paragraphs of narrative telling the story of <i>Othello</i> in a completely different setting. The goal is to come up with as many ideas as possible and select one only at the end. Each student will be writing a short story that has the same plot as <i>Othello</i> and includes every major event thus far, which we have just outlined in the board, but is set in a different time or place. Students can write about people in modern day, the old west, outer space, or what have you.

Day 3	
40-50 min	Transcribing Shakespeare's text. After posting the grading rubric on the board Appendix D, each student will begin to write the story they came up with. A few minutes before class ends the teacher will collect the papers.
Homework	Read Act 3 Scene 4. Pick a line or set of lines that is most important to the selected reading.

Day 4	
Time	Activity
10-15 min Do Now	Write down the line/lines selected from last night's homework and write a paragraph explaining why it is important. Use examples from the text.
10-15 min	Review what has happened in the text so far
30-40 min	Read the first scene of the fourth act of <i>Othello</i> in class. Have students volunteer to read parts, making sure they read with appropriate tone and pace. Stop after each page to discuss what has happened and discuss important words/symbols. Be sure to hit on : How does Iago trick Othello? Is Othello stupid gullible or is Iago just that good? Repetition of words? Symbols? What shows us Othello is unravelling?
15-20 min	When the play gets to the scene where Cassio and Iago discuss while Othello watches, have students act out what is going on. Stop when Cassio and Bianca leave. After the reading is complete, discuss why this event seals the deal for Othello and begins his downward spiral.
10 min	Watch <i>Othello</i> movie, Act 2 Scene 3
Homework	Read Act 4 Scene 2. Pick a line or set of lines that is most important to the selected reading.

Day 5	
Time	Activity
10-15 min Do Now	Write down the line/lines selected from last night's homework and write a paragraph explaining why it is important. Use examples from the text.
10-15 min	Review what has happened in the text so far

Day 5	
30-40 min	Read the third scene of the fourth act of <i>Othello</i> in class. Have students volunteer to read parts, making sure they read with appropriate tone and pace. Stop after each page to discuss what has happened and discuss important words/symbols. Be sure to hit on :
5-10 min	Small group discussion: Discuss Desdemona - Come up with 5 points discussing the following. Does she know she is about to die? What clues are there? What is the importance of the Willow Song? What is the importance of the discussion of adultery? Emilia - what is her significance in this scene?
5-10 min	Whole class discussion: Desdemona - Each group present at least two of their points with a solid argument why they feel that way.
10 min	Watch <i>Othello</i> movie, Act 4 Scene 3
Homework	Read Act 5 Scene 1. Pick a line or set of lines that is most important to the selected reading.

Week Three:

Day 1	
Time	Activity
10-15 min Do Now	Write down the line/lines selected from last night's homework and write a paragraph explaining why it is important. Use examples from the text.
10-15 min	Review what has happened in the text so far
40-50 min	Read the second scene of the fifth act of <i>Othello</i> in class. Have students volunteer to read parts, making sure they read with appropriate tone and pace. Stop after each page to discuss what has happened and discuss important words/symbols. Be sure to hit on :
10-15 min	Have the students act out the scene from the beginning and stop where Emilia walks in. After the scene has been completed discuss what has happened to ensure students grasp all of the events.
10 min	Watch <i>Othello</i> movie, Act 1 Scene 3
Homework	None

Day 2	
Time	Activity
10-15 min Do Now	Write in journal: Why are words repeated in Shakespeare? What does that usually signify? Any examples? Briefly discuss the answers.
5-10 min	Pass out ipad's and direct students to open the link saved to the bookmarks tab labeled Othello. This will take them to the full othello text online (http://shakespeare.mit.edu/othello/full.html). Have student scroll to one of the sections they marked as important to the story for their homework.
30-40 min	Using the "find" function of the ipad, the students will search certain words and see how often they appear in the section they selected. As they find the words they will be writing, they will be writing the different ways the word is used and why it is repeated so much. They will be looking for the context of the word in different places and what it may symbolize in the text and in literature in general. They need to think if the word is one we still use today, if it is does it hold the same meaning? If not what is different. The notes they will be taking should be on paper.
5-10 min	Students will turn off and return their ipod's to their correct place and quickly return to their seats.
15-20 min	Students will pair with a neighbor and compare words. If they have the same words compare and add to what they don't have, if they have different words, they should discuss why they have different words.
15-20 min	Write in journal: After you pick one of the words you or your partner has written and researched, discuss how this word plays a part in one of the relationships depicted in the play.
Homework	None

Day 3	
Time	Activity
10-15 min Do Now	Write in your journal: Yesterday we talked about words and how important they are to an idea or event in a story. Shakespeare often uses words to go a step further and insult people in typically unconventional ways. How are his unconventional insults more or less effective? How are insults used in <i>Othello</i> ?

Day 3

5-10 min	Pass out ipads again and instruct students to open up the preloaded application called Elizabethan Insult Generator. Students will also be receiving the insult worksheet (Appendix E) instructing them through the different parts of the application.
15-20 min	First, the students will open up the translation option and follow the worksheet through the various steps to learn how to translate Shakespearean insults.
20-30 min	Last, the students will be creating their own insults, following the worksheet through the various steps to learn how to create them.
15-20 min	The last section of the worksheet asks the students to look over the insults they found or created and think if they would apply to any of the relationships present in <i>Othello</i> . When the worksheets are complete, students will turn them in to the appropriate container before leaving.
Homework	Journal: After spending all this time looking at different relationships, which do you find most interesting? Why?

Day 4	
Time	Activity
10-15 min Do Now	Go over last nights homework.
20-30 min	Pass out Character Matrix. Students will finish the character matrices adding any last pieces of information they need to. Remind them the matrices should include events, character/relationship traits, archetypal/ stereotypical behaviors, etc.
5-10 min	Students will decide on a relationship they want to do their project on. It can be any relationship (doesn't have to be a main one). When they decide they should look at their character matrix and review what they have written for that relationship.
20-30 min	Students will be grouped by the relationships they chose. If the group exceeds four, make additional - smaller - groups. In these groups they will be discussing what is on their charts and what different information they may have. When they are discussing they should be thinking about what words they discovered on Tuesday that apply to their relationship as well as what insults they found yesterday. This is meant to help the students come up with all the information they can on these relationships.
15-20 min	Introduce the final project: A Representation of a Relationship. Go over the possibilities for their presentation: Narrative, Sound track, PSA, and Visual of a Scene
Homework	None

Day 5	
Time	Activity
10-15 min Do Now	Students will come in and write in their journals what 5 things they think their presentation should be judged on.
20-30 min	Students will look at their list of 5 items that will be included in the rubric and will add three aspects that make it more specific. For example, if their item is creativity, they must come up with three areas in which creativity will be judged: color, interpretation, inclusion of characters, etc.
20-30 min	Students will get in small groups and compare their lists. They will combine their lists to one master list with 5 items and three sub-items per heading item.

Day 1	
30-40 min	The group will decide on one moral and one method to teach it (PSA, flyer, etc.). When they have decided they must create a list of realistic steps to show how we would go about actually creating this. There must be at least ten steps, each with at least three sentences explaining what that step requires.
20-30 min	Groups will swap their proposition with the group next to them and that group will critique their idea. They will <i>constructively</i> criticize what needs work and point out what is already working well. Just before class is over, they return the worksheets to the group for them to review before submitting to the teacher.
Homework	None

Day 2	
Time	Activity
5-10 min Do Now	Teacher will pass out the narratives students wrote about the text of <i>Othello</i> . Students will review corrections
20-30 min	Students will begin to rewrite their story with the necessary corrections. They are not to add any events unless they are modifying what has happened in their original story. They can expound on what they wrote, making it longer, or taking out parts.
30-40 min	Students will get into groups of four or five keeping out their new draft of the short story. They will be passing their stories to other members of the groups for them to revise and make notes on. They can comment on things they like, things that need work, or grammar conventions that need revisions. The goal is to provide <i>constructive</i> criticism. Mean or hateful comments will result in serious consequences.
Homework	Work on project

Day 3	
Time	Activity
10-15 min Do Now	Journal: Often times, songs hold a memory with them. When we think of certain songs we think of certain events, people, or shows. Think of a song that reminds you of something, write the song, what it reminds you of and why.

Day 3	
10-15 min	Pass out theme song worksheet and explain directions. Walk to the computer lab.
30-40 min	Students work on theme song worksheet without help of the internet.
20-30 min	Students look up the lyrics to their song and follow the directions for the last segment of the worksheet: changing the song.
10-15 min	Walk back to the classroom and collect the worksheets
Homework	Watch lots of TV over the weekend and watch the commercials for a public service announcement. What is it trying to get you to do? Is it successful in convincing you?

Day 4	
Time	Activity
10-15 min Do Now	On a loose leaf sheet of paper, students are to write their purpose statement for the project. They will answer the following questions: What is the title of your project? What visual representation will you be providing the class with? What representation did you choose? What purpose does your project serve (to explain, entertain, motivate, etc.)?
5-10 min	Students will get out all materials to work on their project, those needing video or technological equipment will be sent to the appropriate teacher. If students have no materials, depending on the circumstance, they will be grouped together to begin working on an assignment, or come up with a concrete idea.
30-45 min	Students will work on their project, with special permission they may be allowed to work together if it proves to be conducive to the process.
15-20 min	After putting away all materials, students will move their desks back to the appropriate place and begin to fill out the exit slip: What progress did you make on your project? What do you still have left to do? Do you need any additional help from Ms. Maxwell to complete your project? If so, what?
5-10 min	Finish exit slip and read until the bell rings.
Homework	Work on project

Day 5	
Time	Activity
10-15 min Do Now	On a loose leaf sheet of paper, students are to write their purpose statement for the project. They will answer the following questions: What is the title of your project? What visual representation will you be providing the class with? What representation did you choose? What purpose does your project serve (to explain, entertain, motivate, etc.)?
5-10 min	Students will get out all materials to work on their project, those needing video or technological equipment will be sent to the appropriate teacher. If students have no materials, depending on the circumstance, they will be grouped together to begin working on an assignment, or come up with a concrete idea.
30-45 min	Students will work on their project, with special permission they may be allowed to work together if it proves to be conducive to the process.
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5-10 min	Finish exit slip and read until the bell rings.
Homework	Work on project

Week Five:

Day 1	
Time	Activity
10-15 min Do Now	None
5-10 min	Students will get out all materials to work on their project, those needing video or technological equipment will be sent to the appropriate teacher. If students have no materials, depending on the circumstance, they will be grouped together to begin working on an assignment, or come up with a concrete idea.
30-45 min	Students will work on their project, with special permission they may be allowed to work together if it proves to be conducive to the process.

Day 1	
15-20 min	After putting away all materials, students will move their desks back to the appropriate place and begin to fill out the exit slip: What progress did you make on your project? What do you still have left to do? Do you need any additional help from Ms. Maxwell to complete your project? If so, what?
5-10 min	Finish exit slip and read until the bell rings.
Homework	Work on project

Day 2	
Time	Activity
10-15 min Do Now	Have students come in a move desks into two sets of two lines for workshop. It should look essentially like this:
5-10 min	Have students take out whatever they have with them to work on their project, if they have nothing then they are to have a piece of paper and a pen/pencil to take ideas down.
50-60 min	Students will “speed date” through all, or nearly all of their class-mates to workshop their projects. They will have 15 min with each person. The first 7 or so minutes should be one student explaining his/her project and detailing what they are still struggling with while the other student offers suggestions. The second set of 7 minutes will be for the opposite student to receive feed back. The teacher will post a timer on the board with an alarm so the students know how much time they have. There should be enough time for students to hear from at least 5 classmates.
15-20 min	Students will move their desks back and debrief with the teacher, asking any final questions and explaining any good ideas they received from their peers.
Homework	Work on project

Day 3	
Time	Activity
10-15 min Do Now	Students will come in and answer the following questions in their journal: What was your favorite part about <i>Othello</i> and why? What was your least favorite and why?

Day 3	
The rest of class	We will be watching <i>O</i> the film adaptation of <i>Othello</i> set in modern day. Students will be noting the similarities and differences between the adaptation and the original.
Homework	Work on project

Day 4	
Time	Activity
10-15 min Do Now	Students will enter the classroom and arrange the desks in a horseshoe to view the presentations of that day.
50-60 min	Presentations
5-10 min	Peer review sheets
Homework	None

Day 5	
Time	Activity
10-15 min Do Now	Students will enter the classroom and arrange the desks in a horseshoe to view the presentations of that day.
50-60 min	Presentations
5-10 min	Peer review sheets
Homework	None

A. Character Matrix

	Othello	Cassio	Desdemona	Iago
Othello				
Cassio				
Desdemona				
Iago				

B. Yoda Translations

Name: _____

Date: _____

Block: _____

Translation Worksheet

Directions: You are serving as our translator today and we need to figure out what Yoda is saying to us. After watching the video clip with the class, look at the quote a second time and translate what you think the real meaning is. Rewrite the sentence completely with your translations.

1. "Pain, suffering, death; I fear."
2. "Much to learn you still have."
3. "Careful you must be when sensing the future Anakin."
4. "Not if anything to say about it I have."
5. "Not short enough it was."

Now that we have figured out what important message Yoda was trying to tell us, let's look at some important messages Shakespeare wants us to know. Help us translate what he is saying and rewrite the sentence completely with your translations.

1. "For when my outward action doth demonstrate the native act and figure of my heart."
2. "She swore, in faith, 'twas strange, 'twas passing strange."
3. "She lov'd me for the dangers I had pass'd, and I lov'd her that she did pity them."
4. "She has deceived her father, and may thee."
5. "But I, for mere suspicion in that kind, will do as if for surety."

Yoda and Shakespeare sound pretty similar. What is it about the way they talk that sounds so similar? How is it different from how you and I talk? Is the meaning different when things are switched around like that? Write a paragraph answering these questions.

C. Celebrity Comparison

Name: _____ Block: _____ Date: _____

Directions: Answer the following questions as fully as possible.

Othello and Iago:

What celebrity couple are you comparing the characters to?

Othello	Iago

In what ways are the personalities of the individual similar or different?

In what ways are the relationships themselves similar or different?

Similar	Different

Othello and Desdemona:

What celebrity couple are you comparing the characters to?

Othello	Desdemona

In what ways are the personalities of the individual similar or different?

In what ways are the relationships themselves similar or different?

Similar	Different

D. Transcribing Shakespeare Narrative Rubric

	Excellent 4 pts Exceeds standards	Good 3 pts Meets standards	Fair 2 pts Almost Meets standards	Poor 1 pts Fails to meet standards
Hook/Lead	Excellent Lead is well developed and provides background information about the character(s) or setting. In addition, the hook grasps the reader's interest.	Good Lead is developed and provides background information about the character(s) or setting.	Fair Provides a lead that provides some background information about the character(s) or setting. The hook somewhat grasps the reader's interest.	Poor Fails to provide a lead that provides some background information about the character(s) or setting or a hook to grasp the reader's interest.
Plot	Excellent Plot is clearly depicted in the story and the story is developed around three key events that lead to a climax and one key event before the resolution. Plot is nearly the same as the original text.	Good Plot is depicted in the story and the story is developed around key events that lead to a climax and one key event before the resolution. Plot strays from the original text.	Fair Plot is depicted in the story and the story is somewhat developed around a few key events that lead to a climax followed by one key event before the resolution . Plot has some events similar to the original text but is generally different	Poor Plot is vague or unclear. The story fails to include key events that lead to a climax and/or one key event before the resolution. Plot fails to include any aspects of the original text.
Resolution	Excellent The story depicts a clear resolution of the conflict.	Good The story depicts a resolution of the conflict.	Fair The story depicts a resolution of the conflict, but it is somewhat vague.	Poor The story fails to depict a resolution of the conflict.
Point of View	Excellent The point-of-view is clearly defined. The student uses the narration to help develop characters and themes in the story.	Good The point-of-view is defined. The student uses the narration to help develop characters and themes in the story.	Fair The point-of-view is defined. The student uses the narration to somewhat develop characters and themes in the story.	Poor The point-of-view is not clearly defined. The student fails to use the narration to develop characters and themes in the story.
Evidence of Characterization	Excellent Student demonstrates significant evidence of characters personality traits. Each character is noticeably recognized but still suits the new setting.	Good Student demonstrates significant evidence of characters personality traits. Each character is recognized but may lack important details from the original text	Fair Characters are somewhat similar to the original text but stray from what we discussed in class.	Poor Characters are nothing are almost nothing as they appear to be in the original text. Or, student excludes an essential character from the text.

E. Insult Generator Guidelines

Name: _____

Date: _____

Block: _____

Insult Generator Instructions

1. Turn on Ipad and open application entitled “Elizabethan Insult Generator.” First go to the translating option and look up some insults paired with their translations. Look up at least 4 and write them down. Then, underneath each one, write what you think the modern equivalent would be.

a.

b.

c.

d.

2. Now that you have translated some insults, with this list of words, create some insults with their definition or translation beneath.

Artless	Base-court	Apple-john
Bawdy	Bat-fowling	Baggage
Fobbing	Beef-witted	Barnacle
Bootless	Beetle-headed	Bladder
Churlish	Boil-brained	Boar-pig
Cockered	Clapper-clawed	Bugbear
Clouted	Clay-brained	Bum-bailey
Craven	Elf-skinned	Canker-blossom
Currish	Crook-pated	Clack-dish
Dankish	Dismal-dreaming	Clot-pole
Dissembling	Dizzy-eyed	Coxcomb
Droning	Dog-hearted	Codpiece
Errant	Dread-bolted	Death-token
Fawning	Earth-vexing	Flap-dragon

a.

b.

c.

d.

Look over all of the insults you have looked up or created. Which if any apply to a relationship in *Othello*? Provide textual evidence to support your reasoning.

F. Theme Song Guidelines

Name: _____

Date: _____

Block: _____

Theme Song Worksheet

Directions: Use the internet to navigate through this worksheet answering each answer completely.

1. Using the relationship you chose for your project, think of a song that does one of the following things: Represents the two people together, represents what one person would be saying to the other, or represents a single person in the relationship. What is the name of your song and what does it represent?

2. Explain how this song represents this person/relationship in at least three sentences.

4. Now log into the internet and look up the lyrics to your song. Eliminate the inappropriate words (if any) and change the lyrics to directly represent your person/relationship. For example: If specific events are mentioned, change the words to talk about an event in the story. Print a single copy of the lyrics and rewrite the new song beside it, annotating what changes you made and why.

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