

Central focus/Unit goal: *Othello*

Author: Joyelle Ball

Subject/Grade level: ELA/11-12

### LESSON # 1

INSTRUCTIONAL FOCUS	
<b>Standard(s)</b>	<b>CCSS.ELA-LITERACY.RL.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
<b>Content Objective(s)</b>	Students will compare major themes in <i>Much Ado About Nothing</i> and <i>Othello</i> by analyzing scenes and speeches.
<b>Learning Target(s)</b>	I can compare major themes in <i>Much Ado About Nothing</i> and <i>Othello</i> .
ACADEMIC LANGUAGE DEMANDS	
<b>Language Function</b>	The language function is <b>compare</b> (one word).
<b>Language Demand</b>	Vocabulary taught in this lesson: a) content-specific: a. motivation, speech, text b) academic: a. compare, analyze, summarize  <b>Discourse:</b> <ul style="list-style-type: none"><li>● Identifying major themes</li><li>● Comparing two different texts</li></ul>
FORMATIVE ASSESSMENT	
<b>Informal</b>	<ul style="list-style-type: none"><li>● <b>Verbal and nonverbal</b> checks for understanding</li><li>● <b>Teacher observation</b> during discussion and independent work</li><li>● <b>Class Discussion:</b> what similarities to <i>Much Ado</i> did you see in the video?</li><li>● <b>Class Poll:</b> Which theme do you find the most interesting?</li></ul>
<b>Formal (turn in)</b>	<b>Tweet Summary:</b> Students write a Tweet (140 characters) summarizing the use of a theme in both plays.

**CLASSROOM SUPPORTS**

<b>Planned Supports</b>	IEP and 504s: copy of slides Struggling readers: reading aloud Gifted students: open-ended HOT questions in discussion ELLs: paraphrasing instructions, use of prior knowledge
<b>Higher-order Questions</b>	<ul style="list-style-type: none"><li>• What are some ways <i>Much Ado</i> could have ended differently?</li><li>• How do you think misunderstanding could have been avoided?</li><li>• Why do you think the characters are so willing to believe rumors about their wives?</li></ul>
<b>Virtual Format(s)</b>	synchronous meeting via Google Meet; content on Google Classroom
<b>Materials / Technology/ Visual Aides</b>	Google Slides; Jamboard; Word Document on Google Classroom; chat function of Google Meet; Mentimeter poll

**INSTRUCTION / LESSON PROCEDURES**

**1. (5 min) Anticipatory Set:**

Warm Up Question: **What are some ways *Much Ado* could have ended differently?**

**Teacher Does:** Teacher poses a warm-up question to the class and models how to post a response on Jamboard. Teacher sets a timer and prompts the class to begin posting responses. Teacher leads the class in a brief discussion of the generated list.

**Students Do:** **Students post responses to the prompt on Jamboard and then participate in a brief discussion.**

**2. (5 min) Preview Lesson:** Learning Target, Review *Much Ado* Themes

**Teacher Does:** Teacher previews lesson by reviewing learning target and previously discussed themes from *Much Ado*. Teacher prompts students to write themes down (or have them visible) for the next activity.

**Students Do:** Students view slides, note themes, and ask any clarifying questions.

**3. (10 min) Video Summary of *Othello***

**Teacher Does:** Teacher primes students to look/listen for themes from *Much Ado* in the upcoming summary video of *Othello*. Teacher asks students to write down any similarities they notice as they watch. Teacher plays video and then prompts a discussion about these similarities.

**Students Do:** Students watch video summary and write down similarities they notice. Students then share out what similarities they have identified.

#### 4. (30 min) Lesson and Discussion: Exploring Themes in *Othello*

**Teacher Does:** Teacher shows slides with text from *Othello* and *Much Ado* and solicits student responses about comparisons and themes. Teacher provides direct instruction about plot and character in *Othello*. Teacher asks students to read the onscreen scenes aloud. Teacher primes students to watch a scene from *Othello* and respond. Teacher leads class discussion using following questions:

How does this scene feel similar to Hero's wedding? How do you think it felt to be Hero or Desdemona finding themselves in these conversations?

What do you think of Iago's tactics? Has someone telling you *not* to do something ever made you more likely to do it?

What do you think of the "proof" seen in these play?

How do you think misunderstanding could have been avoided in these two plays?

Why do you think characters are so willing to believe negative things about each other?

**Students Do:** Students view slides, read and listen to scenes, watch video, and respond to teacher's discussion prompts.

#### 5. (5 min) Class Poll: which overlapping theme is the most interesting to you?

**Teacher Does:** Teacher introduces poll question, sends poll link via chat, and prompts students to vote. Teacher solicits student reasoning in brief discussion.

**Students Do:** Students access the poll vote via chat and make their selection. Students respond to the teacher's prompting in a brief discussion.

#### 6. (5 min) Tweet Summaries

**Teacher Does:** Teacher introduces activity, directs students to the same link in chat, and prompts students to begin writing their responses.

**Students Do:** Students access the same link in the chat and write "Tweet" responses of 140 characters that compare the use of a theme in both texts.

**Closure:**

**Teacher Does:** Teacher reviews learning target and introduces the next assignment.

*Asynchronous assignment: Google Slide:* Students create a Google Slide that identifies the theme(s) of their assigned scene from *Othello*, lists comparisons to *Much Ado*, and notes key points in response to discussion question.

**Students Do:** Students submit Tweet summary and ask any clarifying questions.

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## LESSON #2

INSTRUCTIONAL FOCUS	
<b>Standard(s)</b>	<b>CCSS.ELA-LITERACY.RL.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
<b>Content Objective(s)</b>	Students will identify questions of racial identity related to <i>Othello</i> by analyzing the text for usages of the word “black” and responding to both historical and contemporary connotations of the term.
<b>Learning Target(s)</b>	I can identify questions of racial identity related to <i>Othello</i> .
ACADEMIC LANGUAGE DEMANDS	
<b>Language Function</b>	The language function is <b>identify</b> (one word).
<b>Language Demand</b>	Vocabulary taught in this lesson: a) content-specific: a. Moor, black, fair b) academic: a. context, text, contemporary, race  <b>Discourse:</b> <ul style="list-style-type: none"><li>● Analyzing word meaning and usage in a text</li><li>● Responding to ethical questions presented by a text</li></ul>
FORMATIVE ASSESSMENT	
<b>Informal</b>	<ul style="list-style-type: none"><li>● <b>Verbal and nonverbal</b> checks for understanding</li><li>● <b>Teacher observation</b> during discussion and independent work</li><li>● <b>Class Poll:</b> should we bring our contemporary understandings to historical plays?</li><li>● <b>Exit Ticket:</b> What “sticks” from today’s lesson?</li></ul>

CLASSROOM SUPPORTS	
<b>Planned Supports</b>	IEP and 504s: copy of slides Struggling readers: reading aloud Gifted students: open-ended HOT questions in discussion ELLs: paraphrasing instructions, use of prior knowledge
<b>Higher-order Questions</b>	<ul style="list-style-type: none"> <li>• What effect does it have that the audience hears Othello referred to as “the Moor” before ever meeting him?</li> <li>• What connotations do the words “black” and “fair” have in the text? In our contemporary mindset?</li> <li>• Should we bring our contemporary understandings to historical plays?</li> </ul>
<b>Virtual Format(s)</b>	synchronous meeting via Google Meet; content on Google Classroom
<b>Materials / Technology/ Visual Aides</b>	Google Slides; chat function of Google Meet; Mentimeter poll
INSTRUCTION / LESSON PROCEDURES	
<p>1. <b>(5 min) Anticipatory Set:</b> Would You Rather: Listen to the advice of your friends or trust your own instincts? Stand out or fit in?</p> <p><b>Teacher Does:</b> Teacher begins class with a warm-up activity. Teacher asks students questions and instructs them to select their choice by raising one hand or two hands. Teacher calls on students to share answers.</p> <p><b>Students Do:</b> Students answer questions by raising one hand or two hands and respond verbally to teacher’s prompts.</p> <p>2. <b>(10 min) Mini Lesson + Quick Write:</b> A Moor in Venice</p> <p><b>Teacher Does:</b> Teacher gives direct instruction about the historical context of Moors and <i>Othello</i>. Teacher introduces quick write prompt: What effect does it have that the audience hears Othello referred to as “the Moor” before ever meeting him? Teacher instructs students to write and then solicits responses after 2 minutes have elapsed.</p> <p><b>Students Do:</b> Students view slides and ask clarifying questions. Students free write in response to prompt and then share out responses verbally or in chat.</p> <p>3. <b>(15 min) Activity:</b> Digital Humanities Search</p> <p><b>Teacher Does:</b> Teacher prompts students to read Brabantio’s speech and point out language that marks Othello as different. Teacher gives instructions for next activity: students will use the “find” function on the full text of <i>Othello</i> and find all mentions of the word “black.” Teacher</p>	

checks for understanding and observes as students work. Teacher prompts students to share out their findings.

**Students Do:** Students read Brabantio’s speech and identify language marking Othello as “other.” Students search the full text of *Othello* for the word “black” and make note of its connotations. Students share out their findings.

**4. (10 min) Mini Lesson + Poll:** Historical Understandings of Race

**Teacher Does:** Teacher shares slides and delivers historical context of understandings of race during Shakespeare’s time, including examination of the use of the word “fair.” Teacher polls the class: should we bring our contemporary understandings to historical plays?

**Students Do:** Students view slides and ask clarifying questions. Students respond to poll and participate in discussion.

**5. (15 min) Videos + Discussion:** Paul Robeson on *Othello* and “Dear Mr. Shakespeare”

**Teacher Does:** Teacher primes students to watch video and make note of “what sticks.” Teacher facilitates discussion of student responses to videos.

**Students Do:** Students watch videos and make note of “what sticks.” They send these notes in the chat as an Exit Ticket and respond verbally to discussion prompts.

**6. (5 min) Closure:** Review Learning Target + Exit Ticket

**Teacher Does:** Teacher reviews learning target and gives instructions to post “what sticks” in the chat as an Exit Ticket.

**Students Do:** Students complete Exit Ticket by typing responses into chat.