

Date	Monday, February 12th 2018
Objective	<p>Students will discuss the techniques Shakespeare uses to convey character and character relationships to his audience.</p> <p>Students will analyze the characters of Emilia, Desdemona, Othello, Iago, and Cassio and their relationships to each other.</p> <p>Students will analyze the themes of friendship, loyalty, jealousy, reputation, and appearance vs. reality.</p> <p>Students will analyze the importance of literary elements such as conflict and setting on the development of the play.</p>
Activities(s)	<p>I. Turn and Talk Do Now:</p> <p>a. Students will take 3-5 minutes to answer the following prompt: <i>Peer pressure occurs when Cassio gives in to drinking because Iago persuades him it is the right thing to do. What other forms of peer pressure are presented in the play? How does Shakespeare's portrayal compare with situations where you or your friends feel pressured by peers?</i></p> <p>b. Once students have written their initial thoughts, they will turn and talk to the student to their right. Students will have around 2-3 minutes to share their thoughts on the prompt.</p> <p>II. Othello Socratic Seminar:</p> <p>a. Students will participate in a socratic seminar discussing Acts I & II of <i>Othello</i>.</p> <p>b. Students will have prepared for the Socratic Seminar by answering the following questions for homework:</p> <ol style="list-style-type: none"> 1. As of Act II, what does the play say about friendship and loyalty? 2. Who remains loyal? 3. How is friendship shown? 4. What types of betrayal occur in the play? 5. What is the penalty of betrayal? 6. How could we define honor so far in the play? 7. Why is honor so important? 8. Are there modern equivalents to honor? 9. What equivalents are there among you and your friends? <p>c. Throughout the socratic seminar, the teacher will encourage students to further their thought process. In addition to receiving</p>

credit for participating in the socratic seminar, students will also have to build upon their classmates thoughts by using the following conjunctions: “but,” “so,” and “and.”

d. In order to stretch student thinking, the teacher will be prepared to ask the following questions:

1. How does Shakespeare demonstrate loyalty in Act II?
2. How does Shakespeare use setting to help develop Othello’s character in Act II?
3. How does Shakespeare characterize the relationship between Othello and Cassio in Act II? Othello and Iago?
4. How does Shakespeare demonstrate tone in Act II?
5. How does Shakespeare use different settings to represent different mindsets within the characters?
6. How does Iago respond to women in the play?
7. How does conflict affect the characters in Act II?

III. Exit Ticket:

a. With 7 minutes left in class, students will be asked to complete an exit ticket before they can leave. Using the following template, students will create a theme statement about friendship and/or loyalty thus far in *Othello*:

In the _____ (type of text and title),
_____ (author’s name; e.g. Shakespeare) uses the theme of _____ to express/discuss/critique/explore (choose one) the idea that _____.

EX: In the play *Othello*, Shakespeare uses the theme of jealousy to explore the idea that jealousy can be fueled by mere circumstantial evidence and can destroy lives.

b. Once students have written their theme statements, they will long write, or expand upon their ideas, by writing until the bell rings.

Assessment(s)

1. Socratic Seminar