Grade 10
Unit 2:

Power of Language in Othello

1. What is the purpose of a soliloquy?
2. How does Iago use language to manipulate characters?
3. Is Othello a villain or a victim?
Pretest: Understanding Shakespeare's Language

Directions: Please read the following sonnet and answer the questions below. As with the first pretest, this is used to determine goals for the unit, as well as activities and groupings. While it’s not graded, please try your best 😊.

Julius Caesar, Act III, scene ii

ANTEONY: Friends, Romans, countrymen, lend me your ears;
I come to bury Caesar, not to praise him.
The evil that men do lives after them;
The good is oft interred with their bones.
So let it be with Caesar. The noble Brutus
Hath told you Caesar was ambitious.
If it were so, it was a grievous fault,
And grievously hath Caesar answered it.
Here under leave of Brutus and the rest
(For Brutus is an honorable man;
So are they all, all honorable men),
Come I to speak in Caesar's funeral.
He was my friend, faithful and just to me;
But Brutus says he was ambitious,
And Brutus is an honorable man.

He hath brought many captives home to Rome,
Whose ransoms did the general coffers fill.
Did this in Caesar seem ambitious?
When the poor have cried, Caesar hath wept;
Ambition should be made of sterner stuff.
Yet Brutus says he was ambitious;
And Brutus is an honorable man.
You all did see that on the Lupercal
I thrice presented him a crown,
Which he did thrice refuse. Was this ambition?
Yet Brutus says he was ambitious;
And sure he is an honorable man.
I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.
You all did love him once, not without cause.
What cause withheld you then to mourn for him?
O judgment, thou art fled to brutish beasts,
And men have lost their reason! Bear with me.
My heart is in the coffin there with Caesar,
And I must pause till it come back to me.

1. What are Antony's feelings or attitude toward Caesar (reference specific lines, words, or phrases)?

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____________________________________________________________________________________
2. What persuasive or manipulative techniques does Antony use when speaking to the crowd about Caesar (reference specific lines, words, or phrases)?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

3. What does this monologue indicate about Antony's character? Make inferences about his character, though you may not know who he is (reference specific lines or phrases).
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

4. Just for fun: Circle the words that Shakespeare has coined.

Swagger
All that glitters isn't gold
Green-eyed monster
Heart of gold
Too much of a good time
Break the ice
Good riddance
Love is blind
Live long day
Laughing stock
Knock, knock! Who's there?
Persuasive Techniques/ Rhetorical Appeals

**Logos:** Logical reasoning with facts and statistics

**Ethos:** Ethical appeal, showing credibility with expert testimony, case studies, & authority voices

**Pathos:** Emotional appeal, tugging at the heart strings, using love, pity, guilt, etc.
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<thead>
<tr>
<th>Commercial/Advertisement</th>
<th>Rhetorical Device Used</th>
<th>Explain</th>
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Othello Anticipation Guide

A= Agree
D= Disagree
N= Neutral

**In one sentence, explain why underneath each statement.

____ Military heroes shouldn’t get distracted with things like love. It makes them weak.

____ Reputation is the most important thing in the world.

____ Once a reputation is ruined, it can never be restored.

____ Imagination can be worse than reality.

____ Physical violence is the best kind of revenge.

____ Innocent until proven guilty.

____ People of a different race have to work harder to fit in.

____ If someone deceives me, it's all his fault.

____ Best friends make the worst enemies.

____ No person can avoid being intensely jealous at some point.

____ To “turn the other cheek” is the best policy.

____ If you have an established trust with somebody, you should always be able to go to them for counsel.

____ It is acceptable to do anything for love.

____ Of the emotions of anger, resentment, jealousy, or loneliness, "jealousy" hurts the most.

____ To feel need is basic human nature.

____ People should always listen to their elders.

____ There are times when we should "blame the messenger."
**Moor:** The Islamic Arabic inhabitants of North Africa who conquered Spain in the 8th century, but the term was used rather broadly in the period and was sometimes applied to Africans from other regions.

**Setting:** Othello is set in Venetian society, against the backdrop of the wars between Venice and Turkey that raged in the latter part of the 16th century.

**Military Role:** Othello used his military status to gain acceptance in society since officers were well respected and honored.

**Role of Women:** Women are seen as possessions, and marriage is where you “purchase” the possession.

**Marital Rules:** Women are expected to fulfill any demand, request, or desire from her husband.

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**Figurative Language/Rhetorical Device:** Underline/circle it, highlight, post-it note it and label what type of figurative language/rhetorical device language is used.

**Character Inference:** 2-3 annotations per reading, noting character feelings or insights using clues in the text.

**Summaries:** At the end of each reading per night, bullet point what you read.
**Othello Character Analysis Matrix**

**Directions:** Using the matrix below, describe each character’s relationship, using strong 10th grade adjectives, with each other and with him/herself. Be sure to reference specific lines to support your reasoning.

<table>
<thead>
<tr>
<th></th>
<th>Othello</th>
<th>Cassio</th>
<th>Desdemona</th>
<th>Iago</th>
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<tbody>
<tr>
<td>Othello</td>
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Act II, scene i, lines 268-293 Soliloquy: Paired and Whole Class Discussion

Round 1
1. How does Iago feel about Othello? How do you know?
2. What is Iago’s motivation for seeking revenge on Othello? How do you know?
3. What is Iago’s plan to seek revenge?

Round 2
1. What words or phrases or figurative language does Iago use to show that he is two-faced?
2. What may the last few lines foreshadow?

Round 3
1. Team Iago or Team Othello? Why?
2. Predict how Othello is going to react to Iago’s plan. What evidence supports this?
3. How does Iago view women?
**Othello: Act III, scene iii, Lines 260-281 & lines 360-395 Soliloquies**

<table>
<thead>
<tr>
<th>Summarize the soliloquy</th>
<th>What are 3 examples of figurative language used in the soliloquy?</th>
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How does the figurative language contribute to the overall mood or tone?  

Make an inference about the character’s feelings based on this soliloquy.

***What questions, if any, do you have about this part of the text?***
Shakespearean Insults in Othello

1. Create 4 insults using one word from each column below. Write them down on the lines provided.

<table>
<thead>
<tr>
<th>Insults</th>
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<th>Insults</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artless</td>
<td>Base-court</td>
<td>Apple-john</td>
</tr>
<tr>
<td>Bawdy</td>
<td>Bat-fowling</td>
<td>Baggage</td>
</tr>
<tr>
<td>Fobbing</td>
<td>Beef-witted</td>
<td>Barnacle</td>
</tr>
<tr>
<td>Bootless</td>
<td>Beetle-headed</td>
<td>Bladder</td>
</tr>
<tr>
<td>Churlish</td>
<td>Boil-brained</td>
<td>Boar-pig</td>
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<tr>
<td>Cockered</td>
<td>Clapper-clawed</td>
<td>Bugbear</td>
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<tr>
<td>Clouted</td>
<td>Clay-brained</td>
<td>Bum-bailey</td>
</tr>
<tr>
<td>Craven</td>
<td>Elf-skinned</td>
<td>Canker-blossom</td>
</tr>
<tr>
<td>Dankish</td>
<td>Crook-pated</td>
<td>Clack-dish</td>
</tr>
<tr>
<td>Dissembling</td>
<td>Dizzy-eyed</td>
<td>Coxcomb</td>
</tr>
<tr>
<td>Droning</td>
<td>Dog-hearted</td>
<td>Codpiece</td>
</tr>
<tr>
<td>Errant</td>
<td>Dread-bolted</td>
<td>Death-token</td>
</tr>
<tr>
<td>Fawning</td>
<td>Earth-vexing</td>
<td>Flap-dragon</td>
</tr>
</tbody>
</table>

Insult #1: _________________________________________________
Insult #2: _________________________________________________
Insult #3: _________________________________________________
Insult #4: _________________________________________________

2. Look up the definition of each word using this website and translate the insults below:

Translation of Insult #1: _________________________________________________
Translation of Insult #2: _________________________________________________
Translation of Insult #3: _________________________________________________
Translation of Insult #4: _________________________________________________

3. Which character would use your insult? Who would they say this to? And why?

_______________ would say insult #____ to ______________________ because
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________(provide textual evidence!).

_______________ would say insult #____ to ______________________ because
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________(provide textual evidence!).
RIP Othello

Directions: We are going to hold a proper funeral for Othello. You will be assigned a major character and you are going to write a eulogy from that character’s perspective for Othello. What would he/she say? Why would he/she say these things about Othello? You should use evidence from the text to support your eulogy.

Eulogy for Othello, as said by….DESDEMONA, IAGO, BRABANTIO, RODERIGO, CASSIO, EMILIA
# Othello Themes

<table>
<thead>
<tr>
<th>Theme Topic</th>
<th>What does Shakespeare teach us about this theme topic? <strong>General statement that can apply to your life and Othello!</strong></th>
<th>Evidence to support this from the text</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOVE</td>
<td></td>
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<tr>
<td>FRIENDSHIP</td>
<td></td>
<td></td>
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<tr>
<td>BETRAYAL</td>
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<tr>
<td>RACE AND PREJUDICE</td>
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</table>

**Star the one you think best applies to Othello.**
Socratic Seminar~ Student Centered Discussion

Rules 😉: You should contribute at least 2 times, but please do not interrupt someone; you do not have to raise your hand. Ways to contribute:

1) Ask a question
2) Answer a question
3) Agree or disagree with a peer

**Provide textual evidence or a reasoning when speaking.
**Please remember, this is your conversation; Mrs. G is just an observer!

Seminar Discussion: What can we learn about one of the theme topics in the play?

How did I contribute? Write down what you said (doesn’t have to be word-for-word)...

What is an interesting point a peer made?

What did I learn?

During the next seminar, I hope to....

What did you like or dislike about this seminar? Please explain why.
**Oral Commentary Preparation**

1. Summarize each soliloquy on the task sheet. What is the character saying, in your own words?

2. What is happening before and after the character says this?

3. What are the character's motives for the soliloquy and what he/she is saying?

4. What figurative language is used?

5. How does the figurative language contribute to the overall mood of the character and/or the theme of the text?

6. List 3 adjectives to describe the character, based on what he/she says. Why would you describe him/her this way?

7. Infer how the character feels based on the passage.
Othello Character Recipe

**Step 1:** Choose one character. If your character were a recipe, what would his/her ingredients be? For instance, a character could be 3 parts evil and 1 part manipulative. For this recipe, include a list of 4-5 ingredients and a brief description of how to assemble. For example, mix all evils together, and add manipulative little by little, making sure to stir thoroughly. Please use sophisticated, 10th grade vocabulary!

**Step 2:** Then create a graphic (ex—a pie chart, graph, etc.) to go along with the recipe.

**Step 3:** Write a brief paragraph explaining your reasoning behind the recipe. Use textual evidence to justify your recipe.

**Step 4:** Be prepared to present your work!

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Othello Character Recipe: Partner Work

**Step 1:** Choose one character. If your character were a recipe, what would his/her ingredients be? For instance, a character could be 3 parts evil and 1 part manipulative. For this recipe, include a list of 4-5 ingredients and a brief description of how to assemble. For example, mix all evils together, and add manipulative little by little, making sure to stir thoroughly. Please use sophisticated, 10th grade vocabulary!

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**Step 3:** Write a brief paragraph explaining your reasoning behind the recipe. Use textual evidence to justify your recipe.

**Step 4:** Be prepared to present your work!
# Othello Oral Assessment Reflection

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Self-Assessment</th>
<th>“Official” Assessment</th>
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</thead>
<tbody>
<tr>
<td>My Mark</td>
<td>Evidence/examples from my commentary, which illustrates why I think I achieved this mark...</td>
<td>Final Mark</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
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<tr>
<td>B</td>
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</table>

Questions I still have:

1)

2)
Re-Creating Soliloquy Outline/Planning

1. Which option are you choosing to write about?

2. What Shakespearian words do you hope to incorporate into the soliloquy?

3. What format will this be written in (i.e. sonnet, free verse, etc.)?

- Beginning
- Middle
- End
Directions: Please read over a peer’s soliloquy. Answer the following questions and offer feedback. Mrs. G will collect this.

1. What is the title?

2. Does the title foreshadow or hint at the meaning of the poem? If not, make a suggestion about how to improve the title?

3. What types of figurative language and/or poetic devices are present in the soliloquy? Please make at least ONE suggestion on how or where to add another type of figurative language.

4. What Shakespearean words or phrases did the author use? If none, please suggest where he/she can incorporate words and what words he/she can use.

5. How does the speaker feel in the soliloquy? Is this an accurate depiction of the character in Othello? Explain. If not, please suggest ways in which to improve it.

6. Read through the entire text ONE more time. CIRCLE, HIGHLIGHT, or MARK IN RED (do not correct) parts that are spelled incorrectly or are grammatically incorrect.

7. What is one part you particularly liked? Why?

8. What is one area this peer can improve upon? How or why?
Dear Parents,

We have been talking about Shakespearean writing and language in Othello for the past few weeks. We have been working hard to recreate a soliloquy, taking on the persona of one character in the play. We would like to share this with you before the final product is submitted. Please read our soliloquy and complete the following:

1) Read the soliloquy first without making any comments
2) Read it a second time to offer feedback in regards to grammar, spelling, punctuation, and ideas
3) Answer the questions below

We appreciate your help and feedback! Thank you 😊.

~ Mrs. Goffi and Students

Parent Name: ____________________________  //  Parent Signature: ____________________________

1. What did you envision when reading the soliloquy? What language/specific words or phrases helped you to envision this?

2. What are 1-2 areas in the vignette that need improvement? Be specific so students can fix this before submitting the final piece!

3. What is one new thing that you learned about your child as a writer?

4. What is one area you would like for your child to work on in the future? Why?
Soliloquy Self-Reflection

**Directions:** Please answer the questions below **USING COMPLETE SENTENCES!** You will need to look at your paper for pieces of evidence.

1. Describe one way in which you could have improved your soliloquy. **Give one specific piece of evidence.**

2. What is one area you are particularly proud of in your final poem? **Give one specific piece of evidence to support your reasoning.**

3. How has this type of poetry improved from the first poem you wrote in unit 1? **Give one specific piece of evidence to support your reasoning.**

4. What steps did you take to meet your writing goal? **Give one specific piece of evidence.**

5. What did you enjoy about this unit or not enjoy? Please be honest; you won’t hurt Mrs. G’s feelings!

**Using a post-it, write 1 sentence explaining what you learned about ONE of the IB themes. Put your name on it and then post it under the designated theme.**
**Socratic Seminar ~ Student Centered Discussion**

**Rules**: You should contribute at least 2 times, but please do not interrupt someone; you do not have to raise your hand. Ways to contribute:

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**Seminar Discussion**: How is Othello a villain or a victim in the play?

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