

# Unit 10: Othello

Content Area: **Language Arts**  
Course(s): **AP Eng Lit Co**  
Time Period: **Semester 1 & 2**  
Length: **4 weeks**  
Status: **Published**

## Standards

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ELA.L	Language
ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
ELA.L.SS.11–12.1.B	Observe hyphenation conventions.
ELA.L.SS.11–12.1.C	Recognize spelling conventions.
ELA.L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ELA.L.KL.11–12.2.A	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.
ELA.L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
ELA.L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VL.11–12.3.A	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.
ELA.L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
ELA.L.VL.11–12.3.C	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
ELA.L.VL.11–12.3.D	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, its etymology, or its standard usage.
ELA.L.VL.11–12.3.E	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).
ELA.L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
ELA.L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
ELA.L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that

is particularly fresh, engaging, or beautiful.

ELA.R

Reading

ELA.RL.CR.11–12.1

Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

ELA.RL.CI.11–12.2

Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

ELA.RL.IT.11–12.3

Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

ELA.RL.TS.11–12.4

Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

ELA.RL.PP.11–12.5

Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

ELA.RL.MF.11–12.6

Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

ELA.RL.CT.11–12.8

Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

ELA.W

Writing

ELA.W.AW.11–12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELA.W.AW.11–12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

ELA.W.AW.11–12.1.B

Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

ELA.W.AW.11–12.1.C

Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

ELA.W.AW.11–12.1.D

Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

ELA.W.AW.11–12.1.E

Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

ELA.W.WP.11–12.4

Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

ELA.SL	Speaking and Listening
ELA.SL.PE.11–12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ELA.SL.PE.11–12.1.A	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.
ELA.SL.PE.11–12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
ELA.SL.PE.11–12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
ELA.SL.PE.11–12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

## **Enduring Understandings**

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Students will analyze the ways in which works of literature engage the issues and anxieties of their times.

Students will recognize the influence of a society's conventions and prejudices on individual characters in a literary work.

Students will explore larger philosophical questions about the relationship between perception and reality.

Students will apply various critical lenses to interpret a literary work.

## **Essential Questions**

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What is the relationship between perceptions and reality, between what we see and feel compared with what is so? To what degree can we trust our senses to help us determine what is true?

How can literary works help us recognize and challenge racial stereotypes?

In what ways does Shakespeare engage the real issues and anxieties of his time in Othello?

What is the nature of evil, of unlimited hatred?

## **Knowledge and Skills**

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### AP Literature Course Skills

Skill Category 1: Explain the function of character

1.A: Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.

1.B: Explain the function of a character changing or remaining unchanged.

1.C: Explain the function of contrasting characters.

1.D: Describe how textual details reveal nuances and complexities in characters' relationships with one another.

1.E: Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.

Skill Category 2: Explain the function of setting

2.A: Identify and describe specific textual details that convey or reveal a setting.

2.B: Explain the function of setting in a narrative.

2.C: Describe the relationship between a character and a setting.

Skill Category 3: Explain the function of plot and structure.

3.A: Identify and describe how plot orders events in a narrative.

3.B: Explain the function of a particular sequence of events in a plot.

3.C: Explain the function of structure in a text.

3.D: Explain the function of contrasts within a text.

3.E: Explain the function of a significant event or related set of significant events in a plot.

3.F: Explain the function of conflict in a text.

Skill Category 4: Explain the function of a narrator or speaker

4.A: Identify and describe the narrator or speaker of a text.

4.B: Identify and explain the function of point of view in a narrative.

4.C: Identify and describe details, diction, or syntax in a text that reveals a narrator's or speaker's perspective.

4.D: Explain how a narrator's reliability affects a narrative.

Skill category 5: Explain the function of word choice, imagery, and symbols

5.A: Distinguish between the literal and figurative meanings of words and phrases.

5.B: Explain the function of specific words and phrases in a text.

5.C: Identify and explain the function of a symbol.

5.D: Identify and explain the function of an image or imagery.

Skill Category 6: Explain the function of comparison

6.A: Identify and explain the function of a simile.

6.B: Identify and explain the function of a metaphor.

6.C: Identify and explain the function of personification.

6.D: Identify and explain the function of an allusion.

Skill Category 7: Develop textually substantiated arguments about interpretations of part or all of a text.

7.A: Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

7.B: Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

7.D: Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

7.E: Demonstrate control over the elements of composition to communicate clearly.

(from AP English Literature and Composition Course and Exam Description, Developing Course Skills, The College Board, 2020.)

## **Additional Resources**

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Short Fiction:

The Book of the Dead, Edwidge Danticat

Poetry:

Much Madness is Divinest Sense - Emily Dickinson

Anyone lived in a pretty how town, E.E. Cummings

Do Not Go Gentle into that good night, Dylan Thomas

Homage to My Hips, Lucille Clifton

Desdemona Toni Morrison

Jealousy Rupert Brooke

## **Transfer Goals**

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Students will be able to analyze the conflict between fate and free will and apply that understanding to other texts and to their own lives.

Students will be able to understand Shakespeare's use of language and dramatic conventions and apply that understanding to other dramatic works.

Students will be able to understand how the play structure reveals character motivation.

Students will be able to write cohesive and coherent literary analysis.

## **Assessment**

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[https://docs.google.com/document/d/1\\_w12qVbVV7OTThe9VW43HSpZm3Czh9kegRwYqjMm7fQ/edit?usp=sharing](https://docs.google.com/document/d/1_w12qVbVV7OTThe9VW43HSpZm3Czh9kegRwYqjMm7fQ/edit?usp=sharing)

## **Modifications**

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<https://docs.google.com/document/d/17jJtNi1cFhRgM3667P67m3pGkj1sD-XarWejIWAANIg/edit?usp=sharing>