

DATE



PRESENTED BY: MALTA TEAM

DE LA SALLE COLLEGE SIXTH FORM, MALTA
DE LA SALLE COLLEGE | COTTONERA ROAD | BIRGU BRG 9021 | MALTA

OTHELLO: A TYPICAL SHAKESPEAREAN TRAGIC HERO

LESSON PLAN

Lesson Topic

Othello as a typical Shakespearean tragic hero: 1.5 Hours

Subject	Class	Curriculum Links
English	6 th Form (17-18 year old students)	English ICT

Context

Project Name	Creating an Innovative Platform of Communication and Teaching in a Digital Society
Links with <i>previous</i> lesson(s)	Revision of notions of tragedy
Links with <i>future</i> lesson(s)	Preparation for the writing of a literature essay
Cross curricular links <i>before</i> the lesson	Digital skills, theatre in Shakespeare's time, life in Elizabethan times, notions of race and racism – links to citizenship
Cross curricular links <i>after</i> the lesson	Digital skills. Public speaking skills

Learning Objective:

1. Revising notion of tragedy vis-à-vis the tragic hero
2. Pooling of ideas in relation to this
3. Using Padlet
4. Illustrating ideas
5. Planning of essay and requirements of literature essay writing at this level
6. Writing of essay and feedback

Learning Outcomes:

1. Understanding what a tragic hero is in Shakespeare’s plays
2. Revising vocabulary associated with tragedy
3. Being able to work in a group
4. Being able to use padlet
5. Being able to give a presentation, hence developing skills in debating and public speaking
6. Learning process writing skills
7. Learning how to illustrate in a literature essay
8. Learning vocabulary, linking words needed for a literature essay
9. Learning how to structure a literature essay
10. Writing a good literature essay

Pre-Lesson Preparation	ICT Resources
Setting up of padlet, dividing of students into groups	Projector, screen, laptop

Prior Learning / Assessment to inform planning

For example:

Testing knowledge of plot through questioning in previous lessons
 Knowledge of students’ characters and competences to ensure proper division of work in groups

Key competencies development:

1. **Linguistic competences:** a. **Listening:** Listening and understanding native speakers’ discourse b. **Speaking:** Expressing ideas clearly and develop speaking in front of an audience c. **Reading:** Understand the given task and skim through the play d. **Writing:** of points on topic, writing a literature essay
2. **Personal, social and leaning to learn competence: working in a team, collaborating together, dividing of tasks, discussing, experimenting on padlet together**
3. **Citizenship competence:** Othello as a great general and racism in his regard. Discussion of this area in the course of the lesson
4. **Cultural awareness:** choice of setting and differences between Venice and Cyprus as presented in the play. Theatre in Shakespeare’s day – mention of Globe theatre
5. **Digital competence:** use of padlet
6. **Literacy competence:** ability to understand the text and write an essay set on a topic

LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES

Time	Link to Learning Outcome number	Teacher Activity Objectives & Outcomes, Teaching Activities, Revisiting Outcomes & Consolidation	Learner Activity Identify the techniques used to differentiate for ALL Learners	Assessment Strategies Used to Ensure Progress of All Learners	Resources e.g. TEL, Other Adults, Materials and Equipment
7mins	1,2,4	Ice-Breaker and lead -in		Students work in groups and write.	*see Appendix 1
10mins	1,2,3,5	Notions of tragic hero are revised and vocab appertaining to tragedy is revised. Certain words are revised: circumstance, flaw, destiny, fate, brought about, downfall, hubris Mind map on padlet. Regarding notion of tragedy	Students work in groups and specific students write mind maps	Specific students are asked and report to the whole group	Paper, text
25mins	1,2,3,4,7	Process writing starts from now: on padlet teacher creates plan for essay based on what students say and in groups students on the padlet have to fill in with illustration from the text for each of the points: 1. Nobility at start 2. How character and circumstance combine to lead to downfall	Students work in groups	Teacher goes round students asking questions	Internet connection, laptops, textbooks

		3. the downfall			
10 mins	1,2,3,4,5,7	Students in groups look at what their peers have written and fill in points that may have been left out by their peers whilst mentioning them aloud in class	Groupwork		Padlet, textbook
20 mins		Powerpoint presentation on the way to introduce and conclude a literature essay and on linking words to be used in literature essays			See appendix 2
3mins	1	Explanation of Homework			

Home Learning/Homework

In what ways is Othello a typical Shakespearean hero?

LESSON EVALUATION

What was successful / not so successful? What was the impact of this on student progress?

Lesson Topic	Subject
Othello as a tragic hero	English

Evaluator
English Department

Evaluation
<p>Pupil Learning & Progression Most of the students achieved the learning outcomes. The teacher knows this through the correction of essays.</p>
<p>Progress was observed in students' essays and in the debate especially in terms of vocabulary learnt.</p>
<p>Teaching & Classroom Management The teacher created an environment where everyone is relaxed, encouraging and non-judgmental. Peer evaluation was encouraged and supported.</p>
<p>Planning & Subject Knowledge In group work division of tasks was not evenly distributed. More time needed for groupwork and planning of essay</p>

Next Steps in Learning
<p>Feedback on essays. Good introductions and conclusions will be read out and students asked to comment on what renders them satisfactory. More essay plans will be discussed in class.</p>

APPENDIX 1

1. SHOW STUDENTS SHORT CLIP OF A SCENE BETWEEN OTHELLO AND DESDEMONA

<https://www.youtube.com/watch?v=gMZRP9hrbY4>.

Pause on Othello – questions on his character. On padlet students in groups write adjectives to describe Othello at this point in the play. Vocab such as suffering, distressed, angry, suspicious etc. Students are asked why does Shakespeare present Othello in this way?

APPENDIX 2

POWERPOINT ATTACHED ON INTRODUCTIONS, CONCLUSIONS, LINKING WORDS AND FIRST PART OF TOPIC SENTENCES



WRITING A LITERATURE ESSAY



INTRODUCTION

- IN YOUR INTRODUCTION YOU NEED TO PROCEED FROM THE GENERAL TO THE SPECIFIC.
- A GENERAL COMMENT ABOUT SHAKESPEAREAN TRAGIC HEROES FROM VARIOUS TRAGEDIES AND THEN FOCUSING ON *OTHELLO*

CONCLUSION

- IN YOUR CONCLUSION YOU NEED TO START OFF WITH A STATEMENT SPECIFIC TO THE QUESTION AND THEN ENDING WITH A GENERAL STATEMENT ABOUT THE PLAY OR SHAKESPEAREAN TRAGEDIES
- SUMMARISE THE MAIN IDEAS DISCUSSED VIS-À-VIS THE QUESTION AND THEN END ON THE AUDIENCE'S FEELINGS TOWARDS OTHELLO AT THE END OF THE PLAY

IMPORTANCE OF LINKING WORDS AND FIRST PART OF TOPIC SENTENCES IN LITERATURE ESSAYS

- Noteworthy is...
- In considering the above statement,,,
- This .. is supported by his...
- In view of
- A point worth making here is that...
- It is true to say...
- It is significant to note that..

LINKING WORDS AND FIRST PART OF TOPIC SENTENCES

- We need to bear in mind that
- Our attention is drawn to ...
- In this respect I find that
- One cannot deny that
- Apart from Shakespeare also
- In addition to portraying Othello as.... Shakespeare also
- Moreover.....

IMPORTANCE OF LINKING WORDS AND FIRST PART OF TOPIC SENTENCES IN LITERATURE ESSAYS

- In addition
- What is more
- Furthermore
- Similarly
- In the same way,
- Equally
- Likewise

IMPORTANCE OF LINKING WORDS AND FIRST PART OF TOPIC SENTENCES IN LITERATURE ESSAYS

- On the other hand
- Admittedly, however
- Nonetheless,
- Despite (this),
- Notwithstanding this

IMPORTANCE OF LINKING WORDS AND FIRST PART OF TOPIC SENTENCES IN LITERATURE ESSAYS

- Consequently
 - Hence,
 - For this reason,
 - Thus,
 - In consequence,
 - Accordingly,
 - As a consequence
- Therefore