

# Year 12 English | 'Othello' Part 2

## Key Question - How can 'Othello' be considered a tragedy?

**Topic Overview:** Across this term, students will read, discuss and explore William Shakespeare's play 'Othello'. During the course of their work, students will study the elements of the tragic genre applying their ideas to the characters and events within the play.

| Week                | Lesson Exploration                               | Knowledge & Skills Exploration  | Specification Link   | Key Words  |
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| Week 1:<br>Lesson 1 | What is a tragedy?                               | Students will experience reading a range of texts and resources to allow them to create a definition of tragedy.  | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br>AO2 Analyse ways in which meanings are shaped in literary texts  | <ul style="list-style-type: none"> <li>• Catalyst</li> <li>• Reputation</li> <li>• Downfall</li> <li>• Morality</li> <li>• Inevitability/irreversible</li> <li>• Flawed/flaw</li> </ul>                            |
| Week 1:<br>Lesson 2 | What can we expect from a Shakespearean tragedy? | Students will experience a discussion of tragic conventions and will be able to draw on their experience of reading 'Macbeth' in year 11 to develop their expectations of the play whilst reading a range of sources. | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br>AO2 Analyse ways in which meanings are shaped in literary texts<br>AO4 Explore connections across literary texts | <ul style="list-style-type: none"> <li>• Reversal of fortune</li> <li>• Burden of responsibility</li> <li>• Catharsis</li> <li>• Suffering</li> <li>• Hubris</li> <li>• Hamartia</li> <li>• Anagnorisis</li> </ul> |

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| <p>Week 1:<br/>Lesson 3</p> | <p>What can I discover about the play's context?</p>               | <p>Students will experience an exploration of the contextual factors which influenced the creation of the play through independent research and discussion surrounding life during the Elizabethan times.</p>                                | <p>AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br/>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p>   | <ul style="list-style-type: none"> <li>• Catharsis</li> <li>• Peripeteia</li> <li>• Pathos</li> </ul> |
| <p>Week 1:<br/>Lesson 4</p> | <p>What can I infer about the characters in the opening scene?</p> | <p>Students will experience reading the opening scene and discuss the impressions of characters - those on stage and off stage, whilst applying their knowledge of contextual factors. They will begin to explore the character of Iago.</p> | <p>AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br/>AO2 Analyse ways in which meanings are shaped in literary texts<br/>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> |   |
| <p>Week 2:<br/>Lesson 1</p> | <p>How do an audience's opinions of Othello change?</p>            | <p>Students will experience reading scene two and explore their first impressions of Othello across scenes one and two. They will continue to apply their understanding of contextual factors to how Othello has been presented.</p>         | <p>AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br/>AO2 Analyse ways in which meanings are shaped in literary texts<br/>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> |   |

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| Week 2:<br>Lesson 2 | How is Othello presented as a tragic character so far?            | Students will experience reading scene 3 with the opportunity to apply their knowledge of the tragic genre to the initial impressions of Othello. Students will take part in discussions about Shakespeare's possible intentions when creating his character. | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br>AO2 Analyse ways in which meanings are shaped in literary texts<br>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received |  |
| Week 2:<br>Lesson 3 | How is Othello presented as a tragic character so far?            | Students will experience reading scene 3 and they will focus on the changing opinions of Othello by the other characters. They will compare each character's reaction to his character whilst applying terminology appropriately.                             | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br>AO2 Analyse ways in which meanings are shaped in literary texts<br>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received |  |
| Week 2:<br>Lesson 4 | How has the character of Desdemona been presented to an audience? | Students will experience a discussion considering the role of women within the contextual society comparing these ideas with how Desdemona acts when she appears within the scene. Students will explore the audience's reactions to her character.           | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br>AO2 Analyse ways in which meanings are shaped in literary texts<br>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received |  |

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| <b>Week 3:<br/>Lesson 1</b> | What is Iago's role within the play?                   | Students will experience an exploration into Iago's behaviour and his intentions as they complete scene three. They will analyse the 'many faces' of Iago and how he behaves around each character focusing on his motives and intentions. Students will analyse the language used by the character. | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br>AO2 Analyse ways in which meanings are shaped in literary texts   |  |
| <b>Week 3:<br/>Lesson 2</b> | Can Othello be considered an archetypal hero?          | Students will experience reading an essay written by A.C. Bradley using his ideas to develop their own opinions of Othello's character in the play.  | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br>AO2 Analyse ways in which meanings are shaped in literary texts<br>AO5 Explore literary texts informed by different interpretations |  |
| <b>Week 3:<br/>Lesson 3</b> | What did we learn from Act one of the play?            | Students will experience working in groups to explore a key idea introduced across the first act of the play. They will present their ideas back to the class.   | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br>AO2 Analyse ways in which meanings are shaped in literary texts   |  |
| <b>Week 3:<br/>Lesson 4</b> | Can we analyse the impact of Act two, scene one?       | Students will experience reading scene one and will be asked to explore the symbolism behind a storm and why Shakespeare may have included a storm at sea during the opening scene.  | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br>AO2 Analyse ways in which meanings are shaped in literary texts   |  |
| <b>Week 4:<br/>Lesson 1</b> | Can we analyse the construction of the character Iago? | Students will experience the exploration of the definition of a villain using their knowledge of the character and the wider reading that they have  | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br>AO2 Analyse ways in which meanings are shaped in literary texts   |  |

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|                     |  | completed so far to allow them to decide if Iago is the archetypal villain?   | AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received<br>AO5 Explore literary texts informed by different interpretations  |  |
| Week 4:<br>Lesson 2 | Can we analyse Iago's use of language?               | Students will experience a lesson focused solely on how Iago's character has been constructed as they analyse the language used in Iago's soliloquy in scene one.   | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br>AO2 Analyse ways in which meanings are shaped in literary texts<br>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received |  |
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| Week 4:<br>Lesson 4 | Can we explore the theme of duality across the play? | Students will experience the opportunity to work in groups and explore how Othello, Iago and Desdemona have been presented. Students will be able to compare their characters and will have the opportunity to feedback to the class. | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br>AO2 Analyse ways in which meanings are shaped in literary texts<br>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received |  |

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|                     |  |  | AO5 Explore literary texts informed by different interpretations  |  |
| Week 5:<br>Lesson 1 | Can we explore the role of women within a Shakespearean play?        | Students will experience of reading a piece of wider reading, 'The Role of Women in 'Othello: A Feminist Reading' before applying these ideas to the changing character of Desdemona.  | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br>AO2 Analyse ways in which meanings are shaped in literary texts<br>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received<br>AO5 Explore literary texts informed by different interpretations |  |
| Week 5:<br>Lesson 2 | How does Iago's character continue to develop as the play continues? | Students will continue to read Act two, scene three focusing on 'the many faces of Iago. Students will provide evidence for how this character continues to develop.   | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br>AO2 Analyse ways in which meanings are shaped in literary texts<br>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received   |  |
| Week 5:<br>Lesson 3 | How 'honest' is Iago?  | Students will experience a discussion of the use of the word 'honest' across the play with connection to the character of Iago. They will be able to select evidence to show how irony has been used to present the idea of 'honest Iago'. | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br>AO2 Analyse ways in which meanings are shaped in literary texts   |  |
| Week 5:<br>Lesson 4 | Can we use critical theory to develop our own ideas?                 | Students will experience the opportunity to discuss their own opinions about characters and events within the play so far. Students will then be given extracts  | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression  |  |

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|                     |   | from critical theory and will have the opportunity to develop their own ideas.   | AO2 Analyse ways in which meanings are shaped in literary texts<br>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received<br>AO5 Explore literary texts informed by different interpretations   |  |
| Week :<br>Lesson 1  | Why is Act three considered to be a pivotal time within the play? | Students will experience reading Act three and they will be able to explore the development of themes such as betrayal, honour and deception.  | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br>AO2 Analyse ways in which meanings are shaped in literary texts<br>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received |  |
| Week 6:<br>Lesson 2 | What are our impressions of the character of Emilia?              | As students experience reading scene one whilst they will focus on how Emilia has been presented and what her role is within this scene. Students will also be able to make connections to Iago's influence across the play as well. | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br>AO2 Analyse ways in which meanings are shaped in literary texts<br>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received |  |
| Week 6:<br>Lesson 3 | Can we analyse the dramatic impact of Act three, scene three?     | Students will experience reading scene three, focusing closely on the conversation between Othello and Iago. Students will be able to explore the impact of the dramatic techniques used by Shakespeare.                             | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br>AO2 Analyse ways in which meanings are shaped in literary texts   |  |

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|                             |  |   | AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received  |  |
| <b>Week 6:<br/>Lesson 4</b> | How does Iago continue to deceive Othello? | Students will experience the opportunity to discover evidence of how Othello's love for Desdemona is changing under Iago's influence. Students will analyse Iago's insidious behaviour. | AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression<br>AO2 Analyse ways in which meanings are shaped in literary texts<br>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received |  |

| <b>Literacy Links</b>   | <b>Numeracy Links</b>  |
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| Students will have the opportunity to expand their vocabulary across the unit by embedding the key terminology within their discussions and writing. Students will be encouraged to use tragic terminology when analysing and discussing character, events and the writer's intentions. | Students will have the opportunity to use a range of graphs and timelines to explore the development in themes, characters and events across the play. Students will be able to use their findings to analyse the writer's intentions. |