

Lesson Guidance 12	
Grade	11
Unit	2
Selected Text(s)	Othello Act 3 Scene 3 (pages 41-54) Othello Act 3.3 - Rhetorical Appeals Othello QNT's
Duration	Approx 2 days

Plan with guidance from the [*ELA Instructional Expectations Guide*](#)

Learning Goal(s)

What should students understand about today's selected text?

Students will annotate Act 3 Scene 3 for the use of rhetorical appeals. Students will analyze which rhetorical appeals were the most effective in creating doubt in Othello's mind. Students will write three paragraphs exploring how Othello's character has developed using textual evidence.

CCSS Alignment

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.11-12.1

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

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

End of lesson task

Formative assessment

Write three paragraphs exploring how Othello's character has developed using textual evidence. **Paragraph 1:** focus on Othello's character in the earlier part of Scene 3. **Paragraph 2:** focus on how Othello's character is altered by the end of Scene 3. **Paragraph 3:** What can we infer about Othello's character that links to prior themes explored in the play (prejudice, manipulation, betrayal, integrity)?

Knowledge Check

What do students need to know in order to access the text?

Background knowledge

- The events of Othello up to Act 3 Scene 2

Key terms (domain specific terms to analyze the text)

- rhetorical appeals:** persuasive strategies, used in arguments to



support claims and respond to opposing arguments

- **logos**: appeal to reason relies on logic or reason. Logos often depends on the use of inductive or deductive reasoning
 - **pathos**: emotional appeal, appeals to an audience's needs, values, and emotional sensibilities
 - **ethos**: the ethical appeal is based on the character, credibility, or reliability of the writer
- Rhetorical Appeals
- **repetition**: using the same word or phrase over and over again in a piece of writing or speech
 - **leading questions**: a question that prompts or encourages the desired answer

Vocabulary Words (*words found in the text*)

NOTE: *Each scene of Othello is filled with rich vocabulary. It is not necessary to pre-teach each word ahead of time. Reference the margins of the text in order to identify vocabulary to target in each lesson.*

- **cunning**: having or showing skill in achieving one's ends by deceit or evasion

Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity:

Ask students to respond to the following questions:

1. What persuasive strategies do authors, speakers, advertisers, and others use to convey a message to an audience?
2. Ask students to assess their prior knowledge of rhetorical appeals (logos, ethos, and pathos). In pairs, students could brainstorm what each term might mean and draw on their prior learning and associations with each term.

[Preparing the Learner: ELD tasks + scaffolds](#)

Content Knowledge:

With the stage now set for Iago, he needs only to convince Othello of Desdemona's infidelity. Define rhetorical appeals and give an example of each of the following: pathos, logos, ethos, leading question.

Preteach vocabulary words as needed using [an explicit vocabulary routine](#).


Shared Reading:

Assign parts and start to **read pages 41-54**. Teachers can have students do a table read or get up to act out parts of the scene to enhance engagement. Regularly pause to explain meaning and comment on tone. Often have students reenact lines in different tones to see what works. Take your time to pause regularly and discuss meaning, talk about characters, language, etc.

*This is one of the most important scenes in the play. Therefore, it is recommended to do a close read of this scene so that students can annotate and take note of Iago's use of rhetorical appeals throughout the scene. Although it might seem onerous to work through it line-by-line, it is sometimes really important with Shakespeare!

- Using pages 41-43 of Act 3 Scene 3, describe how each character unknowingly takes part in the next phase of Iago's plan.
- **Read and annotate pages 43-54** of Act 3 Scene 3 to track Iago's use of rhetorical appeals. We will specifically annotate Iago's lines for use of rhetorical appeals (**Note**: there are many, but Iago does not use a rhetorical appeal every single line).

Independent Reading and Analysis:

By the end of Act 3 Scene 3, Othello is convinced of Desdemona's treachery. Yet, how did Iago do it? On the  **Othello Act 3.3 - Rhetorical Appeals** graphic organizer, students will utilize their annotations to identify Iago's rhetorical appeals. Then, students will describe Othello's reaction to each. For students' annotation ease, teachers can direct students to make digital highlights of this scene using the PDF at [Othello - PDF](#) or teachers can print out this scene for students. Alternatively, teachers can have students make annotations on post-it notes which students can use on their physical copy of the play.

- Which rhetorical appeal seemed to be the most effective?
- Do you find Othello's change from trust in his wife to distrust completely convincing? Why or why not?


[Interacting with the text: ELD tasks + scaffolds](#)

Formative Assessment:

Ask students to write three paragraphs exploring how Othello's character has developed using textual evidence. **Paragraph 1**: focus on Othello's character in the earlier part of Scene 3. **Paragraph 2**: focus on how Othello's character is altered by the end of Scene 3. **Paragraph 3**: What can we infer about Othello's character that links to prior themes explored in the play (prejudice, manipulation, betrayal, integrity)?

[Extending Understanding: ELD tasks + scaffolds](#)

Optional Extension Activity:

Ask students to pull out any two quotes from Act 3 Scene 3 and fill them out on the  **Othello QNT's** document. They will write the quote and page number, provide the context of their quote, and provide their interpretation or response to the quote.

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence "Her name that was fresh..." (3.3, lines 441-443, pg. 52)
Writing	Pattan Writing Scope and Sequence



	Quality of Writing 1. Focus F. Incorporate details relevant to the topic
--	--

Additional Supports	
ELD Practices	Practices to promote Tier 1 access
ELD ELA Tasks and Scaffolding	
SpEd Practice	Practices to promote Tier 1 access
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access