THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF ACADEMIC SUPPORTS

Lesson Guidance 2	
Grade	11
Unit	2
Selected Text(s)	Othello Anticipation Guide, Quotes, Predictions Quotes for Tea Party
Duration	Approx 1 day

Plan with guidance from the ELA Instructional Expectations Guide

Learning Goal(s)
What should students understand about today's selected text?

Students will build background knowledge on themes, characters, and conflicts in Othello. To do so, they will analyze anticipation guide statements and quotes from the play.

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.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
End of lesson task *Formative assessment*	Ask students to make predictions about themes and possible conflicts in Othello using statements from the anticipation guide and quotes as evidence.
Knowledge Check *What do students need to know in order to access the text?*	**Background knowledge** • Previous lesson on Shakespeare and 16th Century Venice **Key terms** *(domain specific terms to analyze the text)* • N/A **Vocabulary Words** *(words found in the text)* • **virtue:** behavior reflecting high moral standards

	• **venial:** a lesser sin

Core Instruction

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

Opening Activity:



Display image (source linked here). Ask students to examine the image and jot down what they see, think, and wonder about the image. (Link to full description of See-Think-Wonder from Project Zero here).

- See - keep students focused only on observable, indisputable fact without any inference (ex: details of color, who/what is featured)
- Think - based on observations, what do they think (mood, conflict, etc)
- Wonder - focus on the questions themselves and how they extend from the image, not on providing an answer.

After students share responses, ask:

- This image depicts characters in Othello, with Othello at the center (in red). Based on this image, what do you predict may happen in Othello? Chart their predictions as a class noting that each prediction is based on a specific detail(s) from the image.

The goal of this opening activity is to get students to pay close attention to details, and use those details to make inferences about the book they will be reading. With each new layer of information, students may revise or reinforce predictions about the text.

Content Knowledge:

The focus in this lesson is making connections between specific pieces of evidence in order to make predictions about Othello. The goal is not in getting students to make the most accurate predictions, but to support their predictions with solid evidence. Students will make predictions about themes, characters, and conflicts in Othello. Their evidence will be from the anticipation guide and Shakespeare quotes used in speed dating.

Preteach vocabulary words as needed, using an explicit vocabulary routine.

Shared Reading and Discussion:

Anticipation Guide statements (linked here). For each statement, students must agree or disagree and write 2-3 sentences to justify their view.

Students can share their viewpoints in whole class discussion or philosophical chairs.

Using information and ideas presented and discussed in the anticipation guide, students should add any new predictions. They may also add detail or further support an existing prediction from the opening activity.

Collaborative Analysis (Tea Party Protocol):

The purpose of the tea party is to give students opportunities to engage one-on-one with multiple classmates to exchange ideas. In this case, each student will read their quote to another classmate. Then the other

classmate will read their quote. Then, the two students will briefly discuss any possible connections between the quotes and predictions about theme, plot, conflict, or character that may arise. Our tea party is adapted from this protocol.

To prepare and set expectations:

1. Give each student one quote from the list of Othello Quotes for Tea Party. Two or more students may have the same quote depending on how many students are in the class.
2. Each student independently reads his or her phrase and makes a prediction about the play Othello based on their quote.
3. Next, students mingle around the room, reading their quotes to each other and discussing possible predictions.
4. Students return to seats after designated time and share out noticings whole class.

Formative Assessment:

Using collected evidence, students will make predictions about the theme, characters, plot, and setting of Othello. To support your predictions, use specific evidence from the anticipation guide and quote tea party.

Optional Extension Activity:

Have students utilize the Othello Character Chart and Othello Character Descriptions as a guide to understand who characters are and what their relationship to one another is throughout the play.

Fluency, Comprehension and Writing Supports	
Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence “The devil their virtue tempts, and they tempt heaven.”
Writing	Pattan Writing Scope and Sequence N/A

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

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Enrichment Practices	Practices to promote Tier 1 access