‘Othello’ Projects

Students will have 4 class times (280 mins) to get this assignment done after spring break. Time management is a part of this process. A score of six is only possible if proper time management is shown. Students should come back to class after the break with a clear idea of what they will be doing in these blocks.

Essay Writing

(Potential Options)

Write a 5 paragraph SYNTHASIS essay using the novel and 2 other sources from this unit to make your argument. Essay should be 750-1000 words, 12pt font, Time New Roman. It should have a clear title. Sources may also be found elsewhere, however, they must be properly sourced. Essays will be marked on the 6pt scale. Assignments without paragraphs will not be marked. **We did not use other sources during this unit so you will have to find your own (and source them properly via table of contents).**

Possible Essay Topics:

* How are 1500s gender norms expressed in *Othello?* Is the play progressive or a product of its times?
* Discuss the concept of jealousy in *Othello*. Is it an illness (as seen in the 1500s) or a choice?
* Do the film versions of *Othello* do a good job at capturing Shakespeare’s message? Why or why not?
* How do world events since the first production of *Othello* impact how the audience interprets the play?
* Discuss the concept of a self fulfilling prophecy. How does *Othello* show its audience the dangers of this idea? How is this reflected in real life?

Creative Writing

(Potential Options)

Creative writing projects should be 1,000-1,200 words, 12pt font, Times New Roman. It should have a clear title. Stories will be marked on the 6pt scale. Assignments without paragraphs will not be marked.

Possible CW Options:

* Write an original story or series of poems that draws from one of the topics this unit.
1. Self fulfilling prophecy
2. Overcoming the prejudices of society
3. PTSD and moving on from the pain of the past
4. The green eyed monster (jealousy)

Include: Artistic Statement (250 words). Explain your story. What inspired it? What are 3 connections that tie it to *Othello*? If you are adding the scene to the story itself, explain your choices. How does it add to the story? (/6)

Creative Project

(Potential Options)

Students should take inspiration from the previous unit and create a well-rounded creative project inspired by the unit that has just been completed. This is hard to pin down as a word count. Project should show 4 classes + (280 mins) worth of effort and attention.

* **Poetry cycle**: Write a collection of poems (any style and type) that reflects the central theme of the novel, the protagonist’s journey, and/or the ***essential topics*** of our unit. For each poem, include a brief description of what aspect of the novel is reflected in it. Illustrate a least half of your poems. **Minimum of 4 poems.**
	+ **EXTENSION**: Can you use ideas or characters from different sources whose entries can all relate back to one theme, or our ***topics***?
* **Children’s book or graphic novel**: Adapt the main events of the novel into a children’s book or graphic novel. This will require you to condense time, events, and characters, but your adaptation should still accurately reflect the theme of the novel and the ***essential questions*** of our unit. For the children’s book, be aware of your tone and language. For both, use appropriate illustrations. Books and graphic novels should be several pages in length.
* **Diary Writing**: Pretend that you are a character in the novel. Write at least five diary entries explaining 5 different events that occurred through the novel that relate to the theme or ***topics***  of our unit. Create a title page/front cover for your character(s)’s diary (what would it look like: doodled on, poetry, pictures, quotes, etc.)
* **Songs**: Write and record a song which relate to the theme or ***topics*** of your novel.
	+ **EXTENSION**: Can you use ideas or characters from different sources whose entries can all relate back to one theme, or our ***topics***?
* **Artwork**: Create **two** pieces (or one large, very detailed piece of artwork in a medium of your choice which are representative of the ***topics,*** theme or characters in the play).
* **Poster**: Create a poster (or series of posters) for a production of *Othello.* What type of production is it? Is it modern or classic? Who is your audience?
* **Theater**: Analyze a key scene in the play and stage a short film. Be sure to pay attention to props, costumes, staging, and acting choices. Should include staging notes like the translation assignment.
* **Other:** See me if you have another idea to show your in-depth understanding of characters, theme, and/or the ***essential question*** of our unit.

Include: Artistic Statement (250 words). Explain your project. What inspired it? What are 3 connections that tie it to *Othello*? If you are adding to the story itself, explain your choices. How does it add to the story? (/6)

**Essay Rubric**

**6**

The six response is superior and may draw upon any number of factors, such as depth of discussion, effectiveness of argument, or level of insight (A 6 adds to the conversation). A 6 must have 2+ sources per paragraph. It exhibits an effective writing style and a sophisticated use of language. A 6 project shows good use of time management skills. The response should be close to error-free.

**5**

The five response is proficient and reflects a strong grasp of the topic and the text. The references to the passage may be explicit or implicit and convincingly support a thesis. A 5 must have 2+ sources per paragraph. The writing is well organized and demonstrates a strong command of the conventions of language. A 5 project shows good use of time management skills. Errors may be present, but are not distracting.

**4**

The four response is competent. The assertions tend to be simplistic; there are no significant errors in understanding. References are present and appropriate, but may be limited to only part of the text. The writing is organized and straightforward. Conventions of language are usually followed, but some errors are evident.

**3**

The three response is barely adequate. Understanding of the topic and/or the text may be partially flawed. Support may consist of long references to the text which are not clearly connected to a central idea or may be meagre or repetitive. The response may show some sense of purpose, but errors may be distracting.

**2**

The two response is inadequate. While there is an attempt to address the topic, understanding of the text or the task may be seriously flawed. Errors are recurring, distracting, and often impede meaning.

**1**

The one response is unacceptable. Although the response attempts to address the question, it is too brief or there is a complete lack of control in the writing.

**0**

The zero response reflects a complete misunderstanding of the text and/or the task, is off-topic, or is a restatement of the question.

**Creative Writing Rubric**

**6**

The six story is superior and may draw upon any number of factors, such as maturity of style, depth of discussion, effectiveness of argument, use of literary and/or rhetorical devices, sophistication of wit, or quality of imagination. This composition exhibits an effective writing style and a sophisticated use of language. A 6 project shows good use of time management skills. This story should be close to error-free.

**5**

The five story is proficient. The composition displays some manipulation of language to achieve a

desired effect and exhibits a clear sense of voice and of audience. The writing is thoughtful and

interesting. Vocabulary and sentence structure are varied and serve the writer’s purpose successfully. A 5 project shows good use of time management skills. Errors may be present, but are not distracting.

**4**

The four story is competent. The composition conveys the writer’s ideas, but without flair or strong control. Diction and syntax are usually appropriate, but lack variety. Structure, regardless of type, is predictable and relatively mechanical. The paper shows a clear sense of the writer’s purpose. Conventions of language are usually followed, but some errors are evident.

**3**

The three story is barely adequate. The paper may feature somewhat underdeveloped or simplistic ideas. Transition[s] may be weak or absent. Support is frequently in the form of listed details. Little variety in adiction and sentence structure is discernible. The composition may reflect some sense of purpose, but errors may be distracting.

**2**

The two story is inadequate. The ideas are seriously underdeveloped and awkwardly expressed. The composition may be excessively colloquial or reflect inadequate knowledge of the conventions of language. While meaning is apparent, errors are frequent and rudimentary.

**1**

The one paper is unacceptable and may be compromised by its deficiency of composition, content, diction, syntax, structure, voice, or conventions of language.

**Creative Rubric**

**6**

The six project is superior and may draw upon any number of factors, such as maturity of style, **depth of exploration**, effectiveness, **quality of imagination**, and visual representation. This composition exhibits an effective style and a sophisticated use of ideas. A 6 project shows good use of time management skills. This project should be close to error free.

**5**

The five project is proficient. The project shows depth in the exploration of ideas and creativity in representation. The project is thoughtful effective and interesting. A 5 project shows good use of time managements skills. Errors may be present, but are not distracting.

**4**

The four project is competent. The composition conveys the student’s ideas, but without flair or clear planning. Idea may be interesting but lack creativity. Errors are evident.

**3**

The three project is barely adequate. The project may feature somewhat underdeveloped or simplistic ideas. More time could have been put into this assignment. The composition may reflect some sense of purpose, but errors may be distracting.

**1-2**

The two project is inadequate. The ideas are seriously underdeveloped and awkwardly expressed. Errors are frequent and rudimentary.