

English 3281

Othello

Unit Workbook

Name: _____

Teacher: _____

Date Submitted: _____

Section	Strand	Grade Achieved
A (Quotations)	Reading/Listening	/40
B (Analytical Essay)	Writing	/20
C (Compare & Contrast)	Viewing	/15
D (Creative Representation)	Representing	/15
E (In class read aloud)	Speaking	/10

Section A: Quotations (40 marks)

1. "FOR WHEN MY OUTWARD ACTION DOTH DEMONSTRATE THE NATIVE ACT AND FIGURE OF MY HEART IN COMPLIMENT EXTERN, 'TIS NOT LONG AFTER BUT I WILL WEAR MY HEART UPON MY SLEEVE FOR DAWES TO PECK AT; I AM NOT WHAT I AM."

Act: _____; scene: _____

Speaker: _____

Literal Meaning:

Significance:

2. "THE ROBB'D THAT SMILES STEALS SOMETHING FROM THE THIEF; HE ROBS HIMSELF THAT SPENDS A BOOTLESS GRIEF."

Act: _____; scene: _____

Speaker: _____

Literal Meaning:

Significance:

3. "REPUTATION IS AN IDLE AND MOST FALSE IMPOSITION, OFT GOT WITHOUT MERIT AND LOST WITHOUT DESERVING"

Act: _____; scene: _____

Speaker: _____

Literal Meaning:

Significance:

4. "TRIFLES LIGHT AS AIR ARE TO THE JEALOUS CONFIRMATIONS STRONG AS PROOFS OF HOLY WRIT."

Act: _____; scene: _____

Speaker: _____

Literal Meaning:

Significance:

5. "O, BEWARE, MY LORD, OF JEALOUSY; IT IS THE GREEN-EY'D MONSTER, WHICH
DOTH MOCK THE MEAT IT FEEDS ON."

Act: _____; scene: _____

Speaker: _____

Literal Meaning:

Significance:

6. "T'IS NEITHER HERE NOR THERE"

Act: _____; scene: _____

Speaker: _____

Literal Meaning:

Significance:

7. WHO WOULD NOT MAKE HER HUSBAND A CUCKOLD TO MAKE HIM A MONARCH?"

Act: _____; scene: _____

Speaker: _____

Literal Meaning:

Significance:

8. I KISS'D THEE ERE I KILL'D THEE: NO WAY BUT THIS; KILLING MYSELF, TO DIE UPON A KISS"

Act: _____; scene: _____

Speaker: _____

Literal Meaning:

Significance:

Section D – Creative Response (15 marks)

11. Choose one of the following options.

(A)

Decorate a paper bag with symbols to demonstrate an understanding of Othello. The images should be symbols which reflect themes, motifs, significant events, characters, setting, conflicts, and resolutions.

Inside the bag, on slips of paper (or cue cards), explain how each of your images refers to the play. The images can be as literal or figurative as you wish.

Alternatively, you may place objects inside the bag (or a box) which are symbolic of Othello, accompanied by written explanations.

(B)

Create a “soundtrack” of 8 to 12 songs that tells the story of Othello. Your choice of songs should roughly narrate the events of the play. For each song, write a few sentences identifying the scene the song relates to and explaining how it is a relevant representation of the scene. (You might want to look beyond the title, and consider the song's lyrics.) Your song choices can reflect literal action, theme, characterization, etc. You may choose your approach, but choose one and follow it consistently.

Bear in mind that Othello is a dark play. Pairing the mood of the play and the mood of the music would be effective in creating better coherence.

The submission of this option should include:

I. An album cover

II. A song list

III. “Liner notes” explaining the songs' relation to Macbeth

***DO NOT submit recordings of the songs themselves. That would technically be a copyright violation, and therefore illegal. (That is, unless you own the copyrights. If you want to compose an entire album about **Othello** to submit, go nuts.)

(C)

Create costume designs for 5 characters in **Othello**. This should include both the characters' clothes and any props they might be carrying. Write at least one paragraph per costume explaining why you choose to design it the way you did. Draw (in whichever medium you prefer) and colour your designs.

The drawings and written explanations must be submitted together. Any flourishes – fabric samples, for example – will be happily accepted.

(D)

Other creative options may be considered after consultation with your teacher.