

## OTHELLO

Othello is a Christian Moor and the general of the Venetian army. As the play's leading character, he is portrayed as honest, powerful, and brave. However, as a **tragic hero**, he harbours significant character flaws which undermine his virtues.

Othello's early life is characterised by hardship and adventure, elements he recounts in his narratives to the Venetian court and Desdemona. He speaks of being taken as a slave, which led to his exposure to various cultures and experiences, and his eventual rise to prominence: *"The battles, sieges, fortunes that I have passed"* (Act 1, Scene 3).

His African heritage and experience with slavery are crucial to understanding his character. His journey from a life of slavery to becoming a respected general in the Venetian army highlights his resilience, intelligence, and strategic prowess. This background also makes his achievements more remarkable, underscoring his exceptional qualities.

Despite his esteemed position, his African background makes him a convenient target for rich, powerful native Venetians. Othello often regards himself as a foreigner, especially with derogatory references such as "an old black ram" directed at him, which sometimes makes him insecure about his differences from the natives.

As a valiant and fierce warrior, Othello is respected by his men and makes intelligent decisions shaped by a life of hardship - he is a very successful war general, and is appointed to lead a Venetian army in Cyprus against the Ottoman Empire.

Othello's relationship with Desdemona begins with mutual admiration and love. Desdemona is captivated by Othello's tales of bravery and hardship, which she finds deeply romantic and inspiring. Othello, in turn, is drawn to Desdemona's purity,

# Othello Study Guide Teachers Copy

**AW Rasmussen**



## **Othello Study Guide Teachers Copy:**

**Study Guide** The Wordsmith Guides, 2019-09-09 The Commentary scholarly in its focus yet informal in its tone explores the text's significant detail in order to bring out its full meaning and meanings. It takes students and general readers through the play line by line and asks along the way a succession of penetrating questions as a means of clarifying what's really being said by the characters why they do what they do and why Shakespeare has them speak and act in those ways. It provides specific support for students working towards examinations within a range of assessment structures at both high school and college level but it will be enjoyed by all lovers of Shakespeare. A major focus throughout is on what makes Othello successful not only as literature but as a piece of working theatre. The Commentary is designed to be used alongside any edition of the play since it includes running line references in the margin and is therefore easy to align with the play's text. *The Folger Guide to Teaching Othello* Peggy O'Brien, 2025-03-11 The authoritative guide to teaching Shakespeare's Othello. The Folger Guide to Teaching Othello is an invaluable resource for teachers, students, and Shakespeare fans alike. In Othello, William Shakespeare creates powerful drama from a marriage between the exotic Moor Othello and the Venetian lady Desdemona that begins with elopement and mutual devotion and ends with jealous rage and death. Shakespeare builds many differences into his hero and heroine including race, age, and cultural background. Yet the couple's strong love would potentially easily overcome these differences were it not for Iago who sets out to destroy Othello. Iago's false insinuations about Desdemona's infidelity draw Othello into his schemes and Desdemona is subjected to Othello's horrifying verbal and physical assaults. The Folger Guide to Teaching Othello includes an explanation of the Folger methodology for teaching Shakespeare. Scholarly essays from experts in the field. A five-week breakdown of digestible lesson plans. Resource links for a deeper dive into the world of Shakespeare. This guide is an essential part of any teacher's toolkit. *Othello (Second Edition) (Norton Critical Editions)* William Shakespeare, 2017 I wanted an edition of Othello that had the necessary footnotes, background material, and a good selection of recent critical articles that would be accessible to students and would spark class discussions. This was it. Deborah Montuori, Shippensburg University. This Norton Critical Edition includes The First Folio text (1623), an introduction, explanatory footnotes, notes on the text, and textual notes by Edward Pechter. Fifteen illustrations. Giraldi Cinthio's sixteenth-century story in its entirety which Shakespeare used for both the plot and many details of Othello. A generous selection of interpretive responses to Othello from its origins to the present day, including new to the Second Edition those by Stanley Cavell and Lois Potter. Edward Pechter's popular theatrical and critical overview of Othello has been significantly expanded. An updated Selected Bibliography. ***Othello (Second International Student Edition) (Norton Critical Editions)*** William Shakespeare, 2017 I wanted an edition of Othello that had the necessary footnotes, background material, and a good selection of recent critical articles that would be accessible to students and would spark class discussions. This was it. Deborah Montuori, Shippensburg University. This Norton Critical Edition includes The First Folio text (1623), an introduction,

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**Elementary Teachers' Guide to Free Curriculum Materials**, 1997 *Study Guide* Wordsmith Guides, 2020-03-25 The Commentary scholarly in its focus yet informal in its tone explores the text's significant detail in order to bring out its full meaning and meanings It takes students and general readers through the play line by line and asks along the way a succession of penetrating questions as a means of clarifying what's really being said by the characters why they do what they do and why Shakespeare has them speak and act in those ways It provides specific support for students working towards examinations within a range of assessment structures at both high school and college level but it will be enjoyed by all lovers of Shakespeare A major focus throughout is on what makes Othello successful not only as literature but as a piece of working theatre The Commentary is designed to be used alongside any edition of the play since it includes running line references in the margin and is therefore easy to align with the play's text This is the Student Edition The only difference between it and the Teaching Copy is that the suggested responses are located in an Answers Section at the end of the book This allows students to work independently through the questions and study tasks in the main body of the resource and to consult the suggested responses only if and when they are ready to do so

**Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office, 1975 **Teaching the Art of Literature** Bruce E. Miller, 1980 Working on the assumptions that literature should be presented to students in ways that will help them to experience the literary work rather than merely to think about it and that the teaching of literature ought to

grow out of the teacher's and student's reading of it this book is divided into two sections. The first section describes the nature of literary experience and the kinds of approaches that different readers take to literature in order to attain that experience and the second section applies this background to the teaching of specific works. Chapters in the first section examine literature as an event, an object, and a message; what constitutes good reading and teaching methods that should be used to present literature aesthetically. Specific works discussed in the second section include Keats's *To Autumn*, Cather's *Paul's Case*, Twain's *Huckleberry Finn*, and Shakespeare's *Othello*. HOD      **The American School Board Journal**, William George Bruce, 1894      *School Education*, 1896      **The Nation**, 1886      **Learner & Teacher**, 1891      **Educational Times**, 1882      **Journal of Education**, 1882      *Common School Education and Teachers World*, 1894      *Journal of Pedagogy*, Albert Leonard, 1891, William Henry Metzler, Jacob Richard Street, 1891      *The Publishers Weekly*, 1886

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