

TRIP Presentation Handout

Open Institute

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Central Issue/Topic and Question - Schema of Curricular Connections.

What is the relationship between race and leadership?

Context and Background:

I teach here at NRHS. This will be a unit I use in Senior English and Senior Literacy classes. Senior English is structured for college-bound students, and Senior Literacy is structured for students who need additional scaffolding. The practice asks students to think about what leadership qualities Othello has, and why those qualities are important given who he is—a Moor working for the Duke—i.e. a black man working for a white man—but this black man is a general and so is in a position of leadership and power in the military.

Theoretical base:

I am asking students to do a close reading of the text in order to make sense of what it says, then interpret its implications (Boyles, Shanahan). Then I want them to think about the text through writing which will then help them to learn what they think (Nagin). This practice also shows me what the students understand, and are on the verge of understanding so that I can adjust my instruction (Reddy-Butkovich).

Activity: Writing Practice from the Curricular Unit.

Students respond to a prompt in writing about the reading homework assignment, “In Act I, scene iii, ll 87-105 of the play *Othello*, what qualities does Othello reveal about himself in this speech? Why would he describe himself in this way to his boss the Duke? What does this imply about what qualities Othello thinks his superiors value in him? Support your response with quotes from the text.”

What do you want your students to understand at the end of the activity? What State Common Core Standards are addressed in this practice?

I am asking my students to think about what qualities Othello, as a black man, has that make him a leader. I also want them to think about what qualities the race that is in power (white) values in people of another race (black), and how that impacts those of another race. I want students to move from the specific example of Othello as a black leader, to a more universal understanding of the importance of race in a world where white males have power, and why and how that is inequitable, how it dehumanizes all those who are not.

CCSS:

- 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 (RL1).
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning (RL4).
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) (RL6).

-Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content (W2).

-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W4).

-Draw evidence from literary or informational texts to support analysis, reflection, and research (W9).

-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences (W10).

Bibliography:

Boyles, Nancy. "Closing in on Close Reading." *Educational Leadership* Dec. 2012/Jan. 2013:

36-41.

Nagin, Carl, and National Writing Project. *Because Writing Matters*. San Francisco: Jossey-Bass,

2003.

Reddy-Butkovich, Kathleen. "On the Verge of Understanding: A District-Wide Look at Student

Writing."

Shanahan, Timothy. "The Common Core Ate My Baby and Other Urban Legends." *Educational*

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