



مدرسة القديسة مريم الكاثوليكية الثانوية - دبي
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Lesson Plan

Subject	ENGLISH LITERATURE
Class/ Section	YEAR 8
Week	5
Work sent to students by	Google classroom
Total number of lessons per week	4
Unit/Topic	PROSE: THE RED – HEADED LEAGUE (Lessons 1 & 2) DRAMA: THE MERCHANT OF VENICE (Act 1, Scene i)
Key Vocabulary	THE RED – HEADED LEAGUE florid-faced chronicle humdrum embellish proposition singular dissolved advertisement relish conundrum
Lesson 1	<u>Specific Learning Objective</u> - Recall specific events, explore motivation and multiple perspectives/experiences related to a theme, topic, event, or idea within the story. <u>Success Criteria</u> - To stay in role and speak from character's point of view <u>Specific Intended Learning Outcome:</u> To understand and empathise with character, motives, background, feeling, personality, and relationship to others.

Tasks

Assessment Criteria/

A08

- Listen and respond appropriately to spoken language, including to questions and feedback to presentations.

A09

Use spoken Standard English effectively in speech.

Essential questions will be asked on character's

- **motive**
- **Role**
- **Relationship / interaction**
- **opinions**

Resources

SOFT COPY OF THE TEXT IS PROVIDED.

Activity 1

HOT SEAT A CHARACTER :

GROUP 1	GROUP 2	GROUP 3
- Mr. Jabez Wilson	- John Clay alias Vincent Spaulding	- Sherlock Holmes
- a servant girl	- Mr. Duncan Ross	- Mr Merryweather

Activity: 20 minutes

- **10 minutes given to each group (3 groups) to be prepared with the details of the character assigned to them.**
- **The other two groups can ask a few questions to the character in the Hot Seat.**
- **At the end of the questioning, the next Group gets the turn to be in the Hot Seat.**
- **This will continue till all groups have got a chance to be a HOT – SEAT character**

Students share opinions about the activity.

WWW (What Went Well)	
EBI (Even Better If)	

Activity 2: Whole class discussion (20 minutes)

- 1. Consider the techniques employed by Arthur Conan Doyle to present Vincent Spaulding as a memorable character.**
- 2. Discuss how crime is presented in the story.**
- 3. If asked to choose between Mr Jabez Wilson and John Clay, who would you choose and why.**

PLENARY: A recap of key points discussed in class.

<p>Lesson 2 Task: ASSESSMENT 1 Assessment Criteria</p> <p>A01</p> <ul style="list-style-type: none"> • Read, understand and respond to texts. • Maintain a critical style and develop an informed personal response. <p>Use textual references, including quotations, to support and illustrate interpretations</p> <p>A03</p> <ul style="list-style-type: none"> • Show understanding of the relationships between texts and the contexts in which they were written. <p>A04</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>ASSESSMENT 1</p> <p><u>Specific Learning objective</u></p> <p><u>Consider the theme of fraudulence as presented in the story <u>The Red – Headed League</u></u></p> <p><u>Success Criteria</u></p> <p>I can</p> <ul style="list-style-type: none"> • Interpret the theme and support with details from the story to show my understanding • express my views and support them with relevant textual details. <p><u>Specific Intended Learning Outcome</u></p> <ul style="list-style-type: none"> • Maintain a critical style and develop an informed personal response. • Use textual references, including quotations, to support and illustrate interpretations <p>Teachers will post the question as Assignment in GC.</p>
<p>Lesson 3</p>	<p>Lesson 3 <u>Specific Learning Objective:</u></p> <p>Recognise Shakespeare’s craft of introducing conflict in the Opening Scene of the Play. Explore how Shakespeare uses dialogues to present context and personality of characters.</p> <p><u>Success Criteria:</u></p> <p><u>I can:</u></p> <ul style="list-style-type: none"> ☀ Talk about conflict as a dramatic element to engage the audience ☀ Understand playwright’s use of dialogue to interpret context and character’s personality ☀ Understand Shakespeare’s use of punctuation for dramatic effect ☀ Respond to character’s mood

Tasks

Specific Intended Learning Outcome: Understand that conflict is a key element of drama that helps to reveal plot and characters.

Activity 1: STARTER (5 MINUTES)

A recap of the key elements of DRAMA

A. Unscramble the words to discover some of the elements of DRAMA

TOPL TSAC / TORSCA NEECS GTSAE RDIECOITNS

NOISNET

B. WHAT IS IT?

1. A story told in front of a live audience –
2. The people who watch the live performance –
3. The hero -
4. The ‘chapters’ of a Drama –
5. The evil character / villain –
6. What the actors say –
7. Show changes in settings over time –
8. Characters in a drama –
9. A speech made by one of the characters for the ears of the audience alone –
10. Written words for the actors –
11. Gives details about the actions of the characters as well as a description of a scene before it is about to begin –

Activity2:

A. READING: Loud Reading of Act 1, Scene (i) – Lines 1 – 7(In sooth I know not.....much ado to know myself)

Notebook Work: Students make notes or mind – map (ADD TEXTUAL EVIDENCE)

Who is the speaker?

Where is the scene set?

What is he talking about?

What are your first impressions of this character?

WHOLE CLASS DISCUSSION OF RESPONSES. Teacher explains the opening lines.

B. DISCUSS: Let’s consider the literary techniques used in these opening lines.

Literary Techniques with Examples	Effect
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Assessment Criteria

A01

- Read, understand and respond to texts.
- Use textual references, including quotations, to support and illustrate interpretations

<p>Essential questions</p> <ol style="list-style-type: none"> 1. What are your first impressions of Antonio? 2. Write about the playwright's purpose in the Opening of the Play. 	<p>Repetition -</p>	<p>Suggests that</p>
	<p>Imagery of sickness / disease –</p>	
	<p>Omission –</p>	
	<p>Inner conflict –</p>	
<p>Resources The Merchant of Venice</p>	<p>C] Loud reading of lines 8 – 22 (Your mind is tossing on the ocean.....would make me sad).</p> <p>Teacher explains the lines with close reference to the use of figurative language. Students make notes of the points discussed.</p> <p>PLENARY:</p> <p>Performance and staging – In his opening line, Antonio declares that he is ‘sad’. In what ways might an actor’s movements and gestures help to bring out Antonio’s mood? What might he be doing as this first scene opens, for example?</p> <p>Themes and issues – In what ways does the opening dialogue show that a primary concern of these characters is money and business?</p> <p>HOMEWORK:</p> <p>Q. What are your first impressions of Antonio? Write in a paragraph or two. Include textual evidence. Q. Write a paragraph about playwright’s purpose in the opening of the Play. Support your views with textual evidence.</p> <p>PRE – READING FOR LESSON 4 Act 1, Scene (i) – lines 23 – 68 (My wind, cooling my broth..... We’ll make our leasures to attend on yours.).</p>	
<p>Lesson 4</p> <p>Tasks Assessment Criteria</p> <p>A01</p> <ul style="list-style-type: none"> • Read, understand and respond to texts. 	<p>Lesson 4</p> <p><u>Specific Learning Objective:</u></p> <p>Explore Shakespeare’s use of language devices and drama techniques to convey ideas, events (plot), characters’ actions, thoughts and feelings</p> <p>.</p>	

- Maintain a critical style and develop an informed personal response.
- Use textual references, including quotations, to support and illustrate interpretations.
- Express personal opinions.

Essential questions

CHARACTERISATION:

1. What are your initial impressions of Salerio and Solanio?
2. What main purpose do they serve at the beginning of the play?

RELATIONSHIPS:

3. Why might Solanio and Salerio say that Bassanio, Gratiano and Lorenzo are 'better company' and 'worthier friends' (lines 59 and 61)?
4. How genuine is Antonio's reassurance (lines 62 – 64)?
5. What lies behind Bassanio's question and Salerio's response (lines 66 – 68)?

Resources

The Merchant of Venice

Success Criteria:

I can read the lines to closely refer to the key ideas and thoughts and feelings of Antonio, Salerio and Solanio.

Discuss the key ideas, thoughts and feelings with evidence

Specific Intended Learning Outcome: Explore how Shakespeare portrays the friendship among Antonio, Solanio and Salerio in Scene 1

Activity:

LOUD READING OF THE TEXT - Act 1, Scene (i) – lines 23 – 68 (My wind, cooling my broth..... We'll make our leisures to attend on yours).

Teacher explains the lines in detail with specific reference to use of figurative language and allusions.

Students must make notes.

Individual Activity: Answer the following questions.

CHARACTERISATION:

1. What are your initial impressions of Salerio and Solanio?
2. What main purpose do they serve at the beginning of the play?

RELATIONSHIPS:

3. Why might Solanio and Salerio say that Bassanio, Gratiano and Lorenzo are 'better company' and 'worthier friends' (lines 59 and 61)?
4. How genuine is Antonio's reassurance (lines 62 – 64)?
5. What lies behind Bassanio's question and Salerio's response (lines 66 – 68)?

HOMEWORK: Make a list of the allusions used from lines 1 – 68. Explain their relevance to context.

PRE – READING FOR NEXT LESSON

Act 1, Scene (i) – lines 69 – 121 (My Lord Bassanio, since you have found Antonio..... that you today promised to tell me of?)