

STUDY PLAN - DISTANCE LEARNING

Class and Section: YEAR 8B

Name of Teacher: Julius Fosungkikang

Subject: English Literature

Week 1: 22nd March to 26th March. No. of lessons - 4

Week 2: 29th March – 2nd April No. of lessons - 4

Student's access to Work: Work sent to students through Class Group g mail

WEEK 1: Topic: Drama – *The Merchant of Venice* by William Shakespeare (Act 3, Scenes 3, 4 and 5 – Act 4, Scene 1)

WEEK 2: Topic: Drama - *The Merchant of Venice* by William Shakespeare

Overall Objectives : The lessons planned will enable you to build confidence in independent reading, creative and critical thinking, analysis and interpretation.

Explore Shakespeare's use of language devices, drama techniques to convey ideas, events (plot), characters' actions, thoughts and feelings.

Learning Objective (L.O.) : is given for each lesson

Success Criteria (S.C) : - is given for each lesson

WEEK 1

Challenge – How would Jessica have reacted, if she were present at the Trial of her father? What would she have said? What would she have done?

Write an imaginary dialogue with appropriate stage directions.

WEEK 2

Challenge – Write about your impressions of the play. Refer to the plot, the events and the characters.

DATE	ACTIVITY - CLOSE READING OF <u>THE MERCHANT OF VENICE</u> & RESPONSE TO QUESTIONS
WEEK 1	22ND MARCH – 26TH MARCH
22nd March 2020, Sunday Lesson 1 8B (Boys) (0 Period)	<p>ACT 3, SCENES 3, 4 and 5</p> <p>Lesson 1</p> <p><u>Learning Objective:</u> Understand Antonio’s and Shylock’s perspectives towards Venetian law, revenge and mercy by exploring their dialogues and behaviour.</p> <p><u>Success Criteria:</u> - I can</p> <ul style="list-style-type: none"> • Select suitable evidence to explain Shylock and Antonio’s perspectives towards Venetian law , revenge and mercy <p>Activity 1 In groups, read to answer the following questions:-</p> <p>A) What does the repetitive use of the word ‘bond’ imply?(Act 3 Sc 3 lines 4-15)</p> <p>B)) Why does the Duke have no choice but to enforce the law and give Shylock his justice? How does the playwright use contrast to show the outburst of Shylock and the attitude of denial in Antonio? (Act 3 Sc 3 lines 19 – 35)</p> <p>C) Act 3 Scene 3 adds our understanding of Antonio’s character. Do the activities in your textbook (questions 1,2 and 3 on page 142) to get a better idea of his character.</p> <p>Activity 2</p> <p>D)Find words which mean: (Act 3 Sc 4 lines 10-35):</p> <p>i) distinctive characteristics -</p> <p>ii) present (an honour, right, or gift) -</p> <p>iii) similarity-</p> <p>iv) good housekeeping -</p> <p>v) the act of forcing something on someone -</p> <p>E) How does Scene 4 help to "humanize" Portia?</p> <p>F) Make a list of words and phrases that gives us clues about how Portia will behave as a man.(Act 3 Scene</p>

	<p>4 lines 60-78) Activity 3 G) Provide examples of a puns (a play on words) in Act 3 scene 5 used by Launcelot. Explain playwright's purpose. F) What is the dramatic purpose of this scene?</p>
<p>23rd March,2020 Monday</p> <p>Lesson 2 8B (Boys) (3rd period)</p>	<p>ACT 4, SCENE 1 Lesson 2 Learning Objectives Explore the famous Trial Scene. Explore further the themes of Disguise, Revenge , Justice and Mercy</p> <p>Success Criteria: I can Explore the themes of Revenge , Justice and Mercy by –</p> <ul style="list-style-type: none"> • showing the contrast between Antonio's gentleness and Shylock's stubbornness. • understanding how both the Duke and Portia present mercy as a better alternative to the pursuit of either law or revenge. • showing how Portia beats Shylock at his own game by finding a loophole in the law <p>Read ACT 4, SCENE 1 and answer the following questions in your notebook</p> <ol style="list-style-type: none"> 1. How does Antonio plan to respond to Shylock's insistence on collecting his pound of flesh? 2. What explanation does Shylock give for continuing to pursue his bond? 3. What does Bassanio offer Shylock to persuade him to forfeit his bond? 4. What does Shylock do in anticipation of the judgment? 5. What is the name given to the person who comes to judge Antonio's trial? 6. When she is disguised as Balthasar, what argument does Portia make for Shylock showing mercy? 7. What does Bassanio beg the court to do for Antonio's sake?

23rd
March,2020
Monday

Lesson 3
8B (Boys)
(4th period)

8. Portia says that Shylock can take his pound of flesh from Antonio but what must he not do?
9. What will the state seize if Shylock spills a drop of blood while extracting the pound of flesh?
10. Antonio offers to return half of Shylock's estate on what condition?

Lesson 3

Learning Objective:

Explore the famous Trial Scene.

Explore the theme of Justice and Mercy

Success Criteria: I can

Explore the themes of Revenge , Justice and Mercy by –

- understanding how both the Duke and Portia present mercy as a better alternative to the pursuit of either law or revenge.
- showing how Portia beats Shylock at his own game by finding a loophole in the law

Make notes: (NOTEBOOK WORK)

- a) How do Gratiano and Bassanio potentially make matters worse for Antonio in *The Merchant of Venice*, Act 4, Scene 1?
 - b) What are the different tactics that the Duke and Portia use in Act 4, Scene 1 in order to try and persuade Shylock to show mercy? Which do you find most persuasive?
 - c) Describe how the people in the courtroom react to Shylock and his demands.
 - d) Why does Shylock refuse to get a doctor to attend to Antonio?
 - e) How does Portia save Antonio's life?
 - f) What punishments are laid on Shylock for his "attempted murder?"
- a) In your opinion, was this a fair trial? Is the outcome just? Explain your opinion with examples from the text.

	<p>b) The Duke of Venice takes the role of Justice. He and Antonio ultimately show mercy towards Shylock by not killing him. However, they take away his money and force him to convert to Christianity. Do you think this is fair or hypocritical in the way that their ‘forgiveness’ is less merciful than it appears and comes with such a heavy punishment?</p> <p>c) What words and actions paint Shylock as a true villain in <i>The Merchant of Venice</i>, Act 4, Scene 1?</p> <p>d) Explain Portia’s speech on the ‘Quality of Mercy’. What does this speech show about her character?</p> <p>May refer to https://www.rsc.org.uk/shakespeare-learning-zone/the-merchant-of-venice/language/analysis (analysis of Portia’s language)</p>
<p>26th March,2020 Thursday</p> <p>Lesson 4 8B (Boys) (7th Period)</p>	<p>Lesson 4</p> <p>Learning Objective:</p> <p>Explore playwright’s use of literary devices, form and structure to convey the personality of Portia Consider how the theme of deception is presented in the play <u>The Merchant of Venice</u>.</p> <p>Success Criteria: I can Analyze playwright’s use of language, form and structure to express my understanding and interpretation of Portia Use suitable evidence to support my points. Select suitable textual evidence to reveal the use of deception in the play.</p> <p>Re-read lines 45-72 from Act 3 Scene 4. In this extract, Portia talks to her servants, Balthasar and then Nerissa, instructing them in different ways. Q1a.Explore how Shakespeare uses language, form and structure to present the character of Portia. In your answer you have to consider</p> <ul style="list-style-type: none"> ● What she says ● What this reveals about her attitude and personality

- Your impressions

Q1b. In the extract, Portia is telling Nerissa about her plan to disguise as a young man and deceive others. Explain the importance of deception as shown, elsewhere, in the play and different characters' feelings and responses to deception.

In your answer you must consider what the deception is and who is deceived.

What effect it has on the characters and why deception is important. (20 marks)

WEEK 2	29th March – 2nd April
<p>29th March 2020, Sunday</p> <p>8B (Boys) Lesson 1 (0 Period)</p>	<p>Lesson 1</p> <p><u>Learning Objective:</u></p> <p>Understand how Shakespeare adds comic relief to the play through the dialogues of Portia and Nerissa, in Act 4 scene 2.</p> <p><u>Success Criteria:</u> - I can explain how Shakespeare adds comic relief to the play .</p> <p>NOTEBOOK WORK</p> <p>Activity 1: Find instances of humour and comic relief in Act 4, Scene 2.</p> <p>Activity 2: When and how is humour presented elsewhere in the play? Make a mind map with the details.</p>
<p>30th March,2020 Monday</p> <p>8B (Boys) Lesson 2 (3rd period)</p>	<p>ACT 4, SCENE 1</p> <p>Lesson 2</p> <p>Learning Objectives</p> <p>Understand how all complications are sorted out with the help of light-hearted humour in Act 5 Scene 1.</p> <p>Success Criteria: I can explain how complications are sorted out at the end of the play.</p> <p>NOTEBOOK WORK</p> <p><u>Make notes. Provide appropriate evidence wherever required.</u></p> <p>1. What message does Stephano deliver to Lorenzo and Jessica?</p>

2. What opinion does Lorenzo hold of men who don't like music?
3. What does Portia order her household not to do?
4. To whom does Nerissa claim to believe Gratiano gave his ring?
5. What does Portia threaten when Bassanio admits he gave the ring away?
6. What does Portia claim she will do if she encounters the doctor to whom Bassanio gave the ring?
7. How does Antonio attempt to placate Portia?
8. What does Portia offer Bassanio to seal the new promise?
9. What secret does Portia reveal to the company?
10. What good news does Portia tell Antonio?

Lesson 3

ACT 4, SCENE 2

Learning Objective: Read Acts 4 (Scene 2) and 5 (Scene 1) to explore character, motives, and conflicts

Success Criteria: I can explore significance of key events and relationships

NOTEBOOK WORK

Act 4, Scene 2

1. What does the fact that both Bassanio and Gratiano give their rings away say about relationships between men and relationships between men and women?
2. How serious do you think the consequences for giving away the rings will be? Why?

**Monday 30th
March 2020**

**8B (Boys)
Lesson3
(4th period)**

2nd April ,2020
Thursday

Lesson 4
(7th Period)

Lesson 4

ACT 5 ,SCENE 1

Learning Objective: Read Act 5 (Scene 1) to explore feelings, attitudes and themes

Success Criteria: I can explore significance of key events and relationships

NOTEBOOK WORK

Act 5, Scene 1

1. What is Lorenzo's feeling about men who can't be moved by music?
2. What reason does Gratiano give for why Nerissa shouldn't be upset about the ring?
3. What is ironic about Nerissa's swearing that the clerk will never grow a beard on his face?
4. What do Portia and Nerissa threaten their husbands that they will do to get the rings back?
5. What good fortune does Antonio find in the letter at the end of the play?

On a page of A4 sheet, write a persuasive speech to convince your peers that they should never deceive their partners.