

YEAR 8- English Literature WEEK 11 STUDY PLAN - DISTANCE LEARNING

Class and Section: YEAR 8 A

Name of Teacher: Merlin Annamma Philip

Subject: English Literature

Week 11: 8th November, 2020 – 12th November, 2020 No. of lessons - 4

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

Topic: DRAMA: The Merchant of Venice

Overall Learning Outcomes:

- Explore characters, events, and evident thematic aspects. (AO1)
- Explore conflict as a dramatic element that sets the action; interpret the dramatic purpose. (AO2)
- Express response to text with reasons and appropriate evidence. (AO1)
- Explore Shakespeare's use of language devices, drama techniques to convey ideas, events (plot), characters' actions, thoughts and feelings. (AO2)
- Reflect upon the plot development and employ critical thinking to explore how dramatists use language and literary techniques, setting, characters, events to engage the readers

A soft copy of the text is provided

Zoom Lessons 1: Act I, Scene (i) – lines 122 - 185

Zoom Lessons 2: Act I, Scene (ii) – lines 1 - 76

Zoom Lesson 3: Act I, Scene (ii) – lines 77 - 130

Asynchronous: Act I, Scene (i) and Scene (ii)

INSTRUCTION TO STUDENTS:

Note making is to be systematic from the start. This will help you in understanding the text with greater clarity.

| DATE/LESSON No. | ACTIVITY CLOSE READING OF 'THE MERCHANT OF VENICE' |
|--|--|
| WEEK 11 | 8 th November, 2020 – 12 th November, 2020 |
| LESSON 1 8th Nov, 2020 8 A Sunday (3rd Period) | <p data-bbox="358 254 716 289"><u>Lesson 1 - Zoom lesson 1</u></p> <p data-bbox="358 359 630 394"><u>Learning Outcome:</u></p> <p data-bbox="358 428 1419 464">Understand how dialogues reveal the closeness between Antonio and Bassanio</p> <p data-bbox="358 497 1292 533">Understand the likely ways in which Bassanio differed from Antonio</p> <p data-bbox="358 567 638 602"><u>Learning Objective:</u></p> <p data-bbox="358 636 1341 672">Explore the given textual lines to understand Bassanio's way of thinking</p> <p data-bbox="358 705 1365 741">Consider the ways in which Bassanio is portrayed as a contrast to Antonio</p> <p data-bbox="358 774 591 810"><u>Success Criteria:</u></p> <p data-bbox="358 823 1523 892"><u>I can:</u> Follow the text closely to link dialogues to context, characters' thoughts, feeling and personalities.</p> <p data-bbox="358 926 956 961"><u>Whole Class Activity & Ongoing Discussion</u></p> <ul data-bbox="358 995 1542 1581" style="list-style-type: none"> - Loud reading of Act 1, Scene (i) lines 119 – 134 - Teacher explains the key idea: introduction to Bassanio's character as revealed through his dialogue (Teachers could explain the story of The Prodigal Son) - Continue reading from line 135 – line 139 - - Key ideas: Antonio's attitude to Bassanio; hints at the bond between the two friends (use of the triad could be considered here signifying the dramatic manner in which Antonio speaks.) - Read further from line 140 – line 152 <p data-bbox="415 1656 1542 1801">Key ideas: The simple game of bow and arrows becomes an extended metaphor for Bassanio who shares his plan to help himself through Antonio's support. You may also consider how his lengthy dialogue contradicts with his previous remark about Gratiano.</p> <ul data-bbox="358 1877 1542 1980" style="list-style-type: none"> - Reading of lines 153 – 160 - Key ideas: Focus on Antonio's thoughts and feelings as expressed through his words |

- Continue reading from line 161 to line 185
- Bassanio talks about Portia (historical reference to Portia, Cato's daughter – the Virtuous. She was also Brutus's wife, known for her love, loyalty, learning and intelligence.) Mythical allusions – Jason and the Golden Fleece.
- Antonio's words are sharp contradictions to his own lines spoken previously: lines 41 – 45. Why is this so? What do you think is the playwright trying to tell us about Antonio?

PLENARY:

In describing Portia and her many suitors, Bassanio recalls the myth of Jason and the quest for the Golden Fleece (lines 168 to 172). What does this suggest about the suitors' motives in wanting to marry Portia? Could this reflect the mindset of young men in those days? Is it any different today?

Homework:

Q. Explain Bassanio's first impressions of Portia with evidence from lines 161 to 163. Do you think that this is his order of priorities? (5 marks)

8th November,
2020,
Lesson 2
8A
Sunday
(4th Period)

Lesson 2- [Zoom lesson 2](#)

[Discussion of Homework given in Lesson 1. One or two students may be encouraged to read out their answers.](#)

[Learning Outcome: Recognise playwright's use of conflict, humour and sarcasm to shed light on the life of women in Elizabethan times](#)

Learning Objective:

- Understand Portia's dilemma: future life was dependent on her deceased father's will
- Consider how this might reflect the socio – cultural backdrop of the Elizabethan era

Success Criteria: I can

- Explain the conflicts due to the constraints imposed upon Portia by the conditions in her deceased father's will.
- Show awareness that this reflected the socio – cultural setup of the Elizabethan era.

Activity 1:

LOUD READING OF THE TEXT - [Act 1, Scene \(ii\)](#) Lines 1 - 76

Teacher explains the lines in detail with specific reference to key ideas, perspectives of characters and use of figurative language.

Students must make notes.

PLENARY:

Why is Portia sad?

Does she know the reason for her sadness?

What is Nerissa's role in this context?

What have you understood about the life of women in Elizabethan times

PRE – READING FOR LESSON 3

Act I, Scene (ii) – lines 77 - 130

10th November,
2020,
Lesson 3

8A
Tuesday
(5th Period)

Lesson 3 : [Zoom lesson 3](#)

Learning Outcome:

Understand the character of Portia

Consider the contrast between Venice and Belmont

Learning Objective:

Compare Portia and Nerissa with Antonio and Bassanio

Appreciate the juxtaposition of contrasting scenes: Belmont in opposition to Venice

Success Criteria: I can

- express my views about Portia
- compare characters with evidence of their actions , thoughts and feelings
- draw a contrast between Venice and Belmont

Activity 1:

LOUD READING OF THE TEXT - [Act 1, Scene \(ii\) – lines 77 - 130](#)

TEACHER provides detailed explanation with specific reference to key ideas.
STUDENTS must make notes.

Activity 2: Make notes:
How are Venice and Belmont different from each other?
What makes Scene (ii) different from Scene (i)?

PLENARY: Share opinions about Portia as well as the contrast between Venice and Belmont.

Teacher takes feedback and consolidates the points.

10th November, 2020, Lesson 4

8A Tuesday (6th Period)

Lesson 4 : Asynchronous

Learning Outcome:

Close reading of the text to gain insight into themes, issues, relationships and contexts.

Act 1, scenes (i) and (ii) - review characters, events, themes, context

Learning Objective:

- review characters, events, themes, structure and form

Success Criteria: Select relevant information and express own views about characters, events, themes, structure and form

Answer the following questions:

Act I, Scene (i)

Themes and issues:

Money and business:

Q. How much of the opening scene has established that this is a society concerned with business, money and merchandise? Look back, for example, at lines 15, 40 to 45, 112, 123 to 134, 138, 152, 161, 175, and 178 to 185.

Love and friendship:

Q. How would you describe the nature of Antonio’s friendship with Bassanio? What do we learn from Antonio’s offer (lines 177 to 185)?

Characterisation:

Q. What impressions have you formed of Bassanio from the opening scene?

Act II, Scene (ii)

Structure and Form:

Q. What similarity do you notice between the openings of Scenes 1 and 2? What is the effect of this echo?

Characterisation:

Q. To what extent is Portia's life influenced by her dead father?

Themes and issues: Love and friendship

Q. How does Nerissa justify the lottery of the caskets imposed by Portia's father's will (lines 26 to 31)

Characterisation:

Q. What impressions have you formed of Portia from this scene?