

YEAR 8- English Literature **WEEK 13** STUDY PLAN - DISTANCE LEARNING

Class and Section: YEAR 8 A

Name of Teacher: Merlin Annamma Philip

Subject: English Literature

Week 13: 22nd November, 2020 – 26th 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

PROSE: The Engineer's Thumb

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: Explore key themes in Act 1.

Zoom Lessons 2: Class Work: Writing a response to an extract based question

Zoom Lesson 3: The Engineer's Thumb

Asynchronous: The Engineer's Thumb

DATE/LESSON No.	ACTIVITY CLOSE READING OF 'THE MERCHANT OF VENICE' & 'THE ENGINEER'S THUMB'
WEEK 13	22 nd November, 2020 – 26 th November, 2020
LESSON 1 22 nd Nov, 2020 8 A Sunday (3rd Period)	<u>Zoom lesson 1</u> <u>Learning Outcome: Understand the major themes presented by Shakespeare in Act I</u>

	<p><u>Learning Objective:</u> Explore Act I to identify the major themes</p> <p>Select textual evidence to reveal the link between events and characters to themes discussed.</p> <p><u>Success Criteria: I can</u></p> <p>Identify the main themes in Act I</p> <p>Select textual evidence to reveal the link between events and characters to themes discussed.</p> <p><u>Activity:</u></p> <p><u>Break out Room Session :</u> You may make a ppt / mind map / table for the presentation.</p> <p><u>TASK: Identify the key themes as well as the key characters and events that link to the themes. Include textual references as evidence.</u></p> <p>GROUP 1: Act I , scene (i) GROUP 2: Act I , scene (ii) GROUP 3: Act I , scene (iii) GROUP 4: ACT I – CONFLICT IN ACT I</p> <p>TEACHER’S REFERENCE: Conflict can occur at different levels Inner conflict: tug of war within the character External conflict: between ideals and beliefs, characters, cultures, systems, situations etc</p> <p>Time limit: 20 minutes.</p> <p>Presentation: 10 minutes Plenary: Whole class discussion of the significance of Act 1. Teacher adds more points and clarifies doubts.</p>
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<p>22nd November, 2020, Lesson 2 8A Sunday (4th Period)</p>	<p>Lesson 2- Zoom lesson 2</p> <p><u>Learning Outcome: Interpret character and context with appropriate explanation and textual evidence</u></p> <p><u>Learning Objective:</u> Write a response to an extract – based question on the character of Portia.</p> <ul style="list-style-type: none"> ▪ 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) <p>CLASS WORK:</p> <p>Read the extract carefully and answer the questions that follow:-</p> <p>Act I, Scene (ii) lines 10 - 35</p> <p>PORTIA</p> <p>Good sentences and well pronounced. 10</p>
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NERISSA

They would be better, if well followed.

PORTIA

If to do were as easy as to know what were good to do, chapels had been churches and poor men's cottages princes' palaces. It is a good divine that follows his own instructions: I can easier teach 15 twenty what were good to be done, than be one of the twenty to follow mine own teaching. The brain may devise laws for the blood, but a hot temper leaps o'er a cold decree: such a hare is madness the youth, to skip o'er the meshes of good counsel the cripple. 20 But this reasoning is not in the fashion to choose me a husband. O me, the word 'choose!' I may neither choose whom I would nor refuse whom I dislike; so is the will of a living daughter curbed by the will of a dead father. Is it not hard, Nerissa, that I cannot choose one nor refuse none?

NERISSA

Your father was ever virtuous; and holy men at their death have good inspirations: therefore the lottery, that he hath devised in these three chests of gold, silver and lead, whereof who chooses his 30 meaning chooses you, will, no doubt, never be chosen by any rightly but one who shall rightly love. But what warmth is there in your affection towards any of these princely suitors that are already come?

Success Criteria: I can

- Express response to character with reasons and appropriate evidence from the extract
- Explore Shakespeare's use of language devices, drama techniques to convey ideas and characters' actions, thoughts and feelings.

Q. 1a Explore how Shakespeare presents the character of Portia in this extract.

You have to consider:

	<ul style="list-style-type: none"> • what Portia says • the context • what Nerissa says to Portia. (15marks) <p>PLENARY: Teacher clarifies doubts.</p> <p>.</p>
<p>24th November, 2020, Lesson 3</p> <p>8A Tuesday (5th Period)</p>	<p>Lesson 3 : Zoom lesson 3</p> <p>PROSE: <u>The Engineer’s Thumb</u>: Close reading of the story The Engineer’s Thumb (page 183 – page 186 new acquaintance to Baker Street.)</p> <p><u>Learning Outcome:</u></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> ○ skim and scan the story The Engineer’s Thumb (page 183 – page 186 new acquaintance to Baker Street.) ○ identify the main event ○ name the characters by identifying the speaker of the given dialogue/s <p><u>Success Criteria:</u> - I can identify the speaker I can identify the key event/s in this extract</p> <p><u>Activity 1: Loud reading and discussion</u></p> <p>Students write notes in NOTEBOOK when the teacher is explaining and clearing the doubts</p> <p>Teacher will read and explain in detail story opening, key events, characters, conflict</p> <p>Teacher will discuss the following questions and clear doubts.</p> <ul style="list-style-type: none"> - Name the characters involved in the events on page 183 – page 186 - What is the importance of the story opening? - What are the different events ? - How do these events lead to the key event? - What is the key event on these pages? <hr/> <p>PLENARY: RECAP OF KEY EVENTS</p> <div style="background-color: yellow; height: 20px; width: 100%;"></div>
<p>24th November, 2020, Lesson 4</p> <p>8A Tuesday (6th Period)</p>	<p>Lesson 4 : Asynchronous (The Engineer’s Thumb)</p> <p><u>Learning Outcome:</u> Close reading of the text to identify answers with accuracy</p> <p><u>Learning Objective:</u> Apply different reading strategies to identify key details.</p>

Success Criteria: I can read the text to select relevant information

I can complete the activities independently

Activity 1:

Who said it?

1. It was in the summer of '89, not long after my marriage, that the events occurred which I am now about to summarize. _____
2. 'I've got him right here,' he whispered, jerking his thumb over his shoulder: 'he's alright.' _____
3. There he is, all safe and sound. _____
4. 'I must go now Doctor, I have my dooties, just the same as you.' _____
5. 'I am sorry to knock you up so early, Doctor,' _____
6. 'I regret that I have kept you waiting,' _____
7. 'Oh, my last night could not be called monotonous,' _____
8. 'Stop it!' I cried. _____
9. 'Pull yourself together!' _____
10. 'I have been making a fool of myself.' _____
11. 'Good heavens!' I cried, 'this is a terrible injury. It must have bled considerably.' _____
12. 'Excellent! You should have been a surgeon.' _____
13. 'Yes. I shall not feel easy until I have told my story.' _____

Activity 2: Choose the most appropriate answer:

- 1) Who is the narrator?
 - a. Sherlock Holmes
 - b. Victor Hatherly
 - c. The guard
 - d. Dr. Watson
 - e. The maid
- 2) Who is Victor Hatherly?
 - a. A murderer
 - b. A hydraulic engineer
 - c. Dr. Watson's best friend
 - d. Sherlock Holmes' brother
 - e. Dr. Watson's teacher
- 3) What injury does Victor Hatherley appear with at Dr. Watson's office in "The Adventure of the Engineer's Thumb?"
 - a. A sprained thumb
 - b. Influenza
 - c. A severed thumb
 - d. An itchy skin rash

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| | <p>4) Why does Dr. Watson offer to take Victor Hatherly to meet Sherlock Holmes?</p> <ul style="list-style-type: none">a. He wishes to introduce Victor Hatherly to Sherlock Holmesb. Victor Hatherly knows the clues to an unsolved casec. Dr. Watson has immense faith in Sherlock Holmes.d. Dr. Watson knows that Sherlock Holmes will be capable of solving the case of the engineer's thumb. |
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