

TERM 2

YEAR 8- English Literature **WEEK 1** STUDY PLAN - DISTANCE LEARNING

Class and Section: YEAR 8 A

Name of Teacher: Merlin Annamma Philip

Subject: English Literature

Week 1: 31st January, 2021 – 4th February, 2021 No. of lessons - 4

Student's access to Work: Work sent to students through Class group email/ Google Classroom

Topic: DRAMA: The Merchant of Venice – Act II – Scenes (i) and (ii)

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 II, Scene (i) lines 1 - 12

Zoom Lessons 2: Act II, Scene (i) lines 13 - 47

Zoom Lesson 3: INDEPENDENT ACTIVITY

Asynchronous: Read Act II, Scenes (i) and (ii)

DATE/LESSON No.	ACTIVITY CLOSE READING OF 'THE MERCHANT OF VENICE'
TERM 2 WEEK 1	31.01.2021 – 4.02.2021
LESSON 1 31.01.2021 8 A	<u>Zoom lesson 1</u>

**Sunday
(3rd Period)**

Learning Outcome: Understand how Shakespeare introduces the Prince of Morocco

Learning Objective:

- Understand the characters of the Prince of Morocco as revealed through his speech, stage directions and Shakespeare's use of language

Close reading of lines 1 – 12 to understand how figurative language is used in the speech of the Prince of Morocco to reveal his personality

Success Criteria: I can

Infer key information and ideas

Interpret Prince of Morocco's speech and show understanding of his character

Explain how use of powerful imagery, allusions and stage directions in lines 1 – 12 of Prince's speech reveal his desires, thoughts and feelings

Starter Activity: 3 minutes – [Some hints have been provided in the box below.]

Breakout Rooms– Pair Work : Arrange the sentences to **recall** key details about Act 1

1. This is because some of the ships laden with cargo would return back within three months.
2. Antonio is a merchant living in Venice.
3. Bassanio likes a very rich young woman named Portia who lives in the town of Belmont.
4. Antonio and Bassanio are very good friends.
5. So, he decides to borrow three thousand ducats from a very rich Jew whose name is Shylock.
6. Antonio must return the borrowed amount within three months.
7. Bassanio wants to marry this young woman.
8. Antonio wants to help his friend.
9. If he fails to do so, Shylock would cut a pound of flesh from Antonio's body.
10. Antonio feels confident that he can repay the amount in the stipulated period of time.
11. This can be possible only if he becomes rich.

Correct order

1. Antonio is a merchant living in Venice.
- 2.
- 3.
4. Bassanio wants to marry this young woman.
5. This can be possible only if he becomes rich.
- 6.
7. So, he decides to borrow three thousand ducats from a very rich Jew whose name is Shylock.
- 8.
- 9.
- 10.

Act II, Scene (i)**Introduction:**

Act Two begins in Belmont with one of Portia's suitors, the Prince of Morocco. The Prince has a dark skin and would fit into Shakespearean perceptions of the Moors. The Moors were they were believed to be: arrogant, fierce, blood – thirsty and greedy. The Prince of Morocco arrives to choose between the caskets. He speaks proudly of his colour, but fears it may bother Portia. She reassures him.

Activity 1: Loud Reading of Act II, Scene (i) – lines 1 to 12**Explanation and Class discussion:****Teacher explains --**

- the **context** and its **relevance**,
- **key ideas** that relate to Prince of Morocco's character
- **Shakespeare's use of rich imagery, metaphors and allusion** to present character's actions, thoughts and reactions to situation
- **Students must use appropriate drama terminology and accurate formal expression**

Students make notes and clarify doubts.**Plenary:**

What have you understood about the Prince of Morocco?

Is he a prospective suitor for Portia? Explain with reasons

HOMEWORK: NOTEBOOK WORK

1) From lines 1 – 12 of Act II, Scene (i) , **locate** words / phrases which mean the same or almost the same in context.

- | | | | |
|-----------------------------------|----------------------------------|----------------------------|------------------|
| a) dark skin colour : | b) brightly shining sun : | c) rarely: | d) melts: |
| e) colour: | f) cut or wound: | g) brave: | |
| h) well – reputed maidens: | | i) win or possess : | |

2. **INDEPENDENT READING:**

Read lines 13 – 22, look for words that reveal the role of Portia's deceased father's will in her life. List them in your notebook.

LESSON
31.01.2021
8 A
Sunday
(3rd Period)

2

Zoom lesson 2

Discussion of Homework.

Learning Outcome:

Understand Prince of Morocco's actions and purpose

Learning Objective:

Understand the characters of the Prince of Morocco and Portia as revealed through his

speech, Portia's speech and stage directions.

Success Criteria: I can

- Infer key information and ideas to gain insight into the Prince's attempt to create a fine impression on Portia
- Explain the effect of stage directions on plot and character
- Analyse the allusions referred to by the Prince of Morocco in his speech and explain his character
- provide evidence to show my understanding of the Prince of Morocco.

ACTIVITY 1

Teacher / Students read in role lines 13 to 22.

Students make short notes of

Teacher's explanation of

- Portia's views
- Portia's circumstance
- Reactions of the Elizabethan audience to her words

ACTIVITY 2

Students take turns to read lines 23 to 47.

Teacher explains the allusions and imagery employed by the Prince of Morocco.

Breakout Session: 10 minutes

Consider the Prince's motive behind such flowery language. Jot down your points. Include relevant evidence.

INDEPENDENT READING and preparation for Lesson 3

Make notes on

- 1. What is effect of allusion referred to by the Prince of Morocco in lines 31 to 38.**
- 2. Who were Hercules, Lichas and Alcides?**
- 3. Why does the Prince of Morocco refer to Greek mythology? Explain.**

LESSON 3
2.02.2021
8 A
Tuesday
(5th Period)

Lesson 3 : [Zoom lesson 3](#)

Learning Outcome:

Understand character development and plot development

Learning Objectives: Skim and scan Act II, Scene (ii) to gather information about character and relevance of the stage directions

Success Criteria: - I can

- locate key details related to the Prince and Portia
- interpret the stage directions and the development of plot and character
- express my views about characters and events and
- show understanding of audience response

ACTIVITY

INDEPENDENT ACTIVITY



3. What do you understand about the character of the Prince of Morocco?
Find evidence from what he says, the stage directions and what Portia says to build up your own ideas.

CREATE a mind – map or LIST your ideas.

(The Prince of Morocco - What he says

Stage directions – what they reveal

Portia - What she says

	What he says	What I understand	How this interests the audience
	Stage directions	What they reveal	How this interests the audience
	What Portia says	What I understand	How this interests the audience

PLENARY: Recap key ideas in Act II, scene i.



LESSON 4
2.02.2021
8 A
Tuesday

Lesson 4 : [Asynchronous](#)

(6th Period)

Learning Outcome: Understand character and plot development in ACT II, Scene (i)

Understand the links between context and character

Learning Objective:

Re-read Act II, Scene (i)

Answer questions

Success Criteria: I can

Interpret questions and choose the correct answer. Select the details accurately

Infer Portia's actions, thoughts and feelings

Write a diary entry from Portia's perspective

ACTIVITY 1:

Underline the correct answer.

1. *I would not change this hue,
Except to steal your thoughts, my gentle queen.*
 - a. The Prince of Morocco is proud of his skin colour and will not change it for anything
 - b. The Prince of Morocco takes pride in his complexion but is willing to change it if he could win Portia's love.
 - c. The Prince of Morocco is afraid that Portia might reject him because of his appearance.
 - d. The Prince of Morocco is arrogant and boastful.

2. *Phoebus is*
 - a) The sun god in Greek mythology
 - b) The god of Angels
 - c) A friend of the Prince of Morocco.
 - d) Portia's messenger

3. *...the lottery of my destiny* means
 - a) The uncertainty of her fate
 - b) Her golden luck
 - c) To try his luck
 - d) Bumper prize

4. *What is the penalty for Portia's suitors if they choose the wrong casket?*

- a) They must exile themselves
- b) They must apologise
- c) Death
- d) They must never marry

ACTIVITY 2:

Imagine that you are Portia writing her diary after her meeting with the Prince of Morocco. Write an entry in which you reveal your views, impressions, fears and doubts about the Prince.

For TEACHER'S reference

Lesson 1: Activity 2

From lines 1 – 12 of Act II, Scene (i) , **locate** words / phrases which mean the same or almost the same in context:

3. dark skin colour : **shadowed livery** b) brightly shining sun : **burnished sun** c) rarely: **scarce**
d) melts: **thaws** e) colour: **hue**
f) cut or wound: **incision** g) brave: **valiant** h) well – reputed maidens: **best - regarded**
maidens i) win or possess : **steal**