

## TERM 2

### YEAR 8- English Literature **WEEK 2** STUDY PLAN - DISTANCE LEARNING

Class and Section: YEAR 8 A

Name of Teacher: Merlin Annamma Philip

Subject: English Literature

Week 2: 7<sup>th</sup> February, 2021 - 11<sup>th</sup> February, 2021 No. of lessons - 4

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

Topic: DRAMA: The Merchant of Venice – Act II – Scenes (ii) to (ix)

#### 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 (ii)

Zoom Lessons 2: Act II, Scenes (iii) and (iv)

Zoom Lesson 3: Act II, Scene (v) and (vi)

Asynchronous: Act II, Scenes (i) to (vi)

DATE/LESSON No.	ACTIVITY CLOSE READING OF 'THE MERCHANT OF VENICE'
TERM 2 WEEK 1	7.02.2021 - 11.02.2021
<b>LESSON 1</b> <b>07.02.2021</b> <b>8 A</b> <b>Sunday</b> <b>(3rd Period)</b>	<p><u>Zoom lesson 1</u> <u>Reading: Act II (ii)</u></p> <p><b><u>Learning Outcome:</u></b></p> <ul style="list-style-type: none"> <li>• Show understanding of comic relief as an effective dramatic technique</li> <li>• Demonstrate understanding of what contributes to healthy relationships</li> </ul> <p><b><u>Learning Objective:</u></b></p> <ul style="list-style-type: none"> <li>• Explore comic relief as a dramatic technique to interest the audience</li> <li>• Consider Launcelot's anti – Semitic attitude to Shylock</li> </ul> <p><b><u>Success Criteria:</u></b></p> <p><b><u>I can</u></b></p> <ul style="list-style-type: none"> <li>○ provide textual evidence for Shakespeares's use of comic relief as a dramatic technique</li> <li>○ explain Launcelot's anti – Semitic attitude towards Shylock</li> </ul> <p><b>Teacher explains the relevance of Scene (ii)</b></p> <ul style="list-style-type: none"> <li>- Comic interlude through the characters of Launcelot Gobbo and his father Old Gobbo</li> <li>- Launcelot's dislike for Shylock (anti – Semitism)</li> <li>- Use of humour</li> <li>- Friendship between Bassanio and Gratiano</li> </ul> <p><b>(Students make short notes of relevant points during discussion.)</b></p> <p><b>PLENARY:</b></p> <ol style="list-style-type: none"> <li>1. What purpose does the scene between Launcelot and Old Gobbo have?</li> <li>2. Why does Launcelot want to leave Shylock's service? How do his comments affect our perceptions about Shylock?</li> <li>3. Why does Bassanio accept Launcelot as his servant so quickly? Can he afford a servant?</li> </ol> <p><b>HOMEWORK:</b></p> <ol style="list-style-type: none"> <li>1. We understand that Bassanio is a bit apprehensive about letting Gratiano travel with him to Belmont. Why? Support your response with evidence.</li> <li>2. Gratiano agrees to follow the rules of good manners. What are they?</li> </ol>

**LESSON**  
**7.02.2021**  
**8 A**  
**Sunday**  
**(3rd Period)**

**2**

Zoom lesson 2

Act II, Scenes (iii) and (iv)

Learning Outcome: (Scene iii) (Scene iv)

**Gain insight into the relationship between Shylock and his daughter Jessica.  
Understand Shylock's attitudes and values**

Learning Objective: Scene (iii)

**Express opinions about Shylock's interaction with Jessica  
Predict the consequences of Jessica's decision  
Explore Shylock's attitude to Christians as well as Launcelot**

Success Criteria: Scene (iii)

I can

**Explain why Jessica goes against her father's instructions  
Retrieve textual evidence related to Shylock's attitude to Christians**

**Activity 1:**

**READING:** Loud reading of Scene (iii)

- Students read in roles.
- Discuss: (Students make notes during discussion)
  - ⊗ How does Jessica describe her house? Which figure of speech is this?
  - ⊗ An **oxymoron** is a figure of speech containing words that seem to contradict each other. It's often referred to as a contradiction in terms.
    - For example: bittersweet, deafening silence, fine mess.
    - Can you identify a similar example from Act II, Scene (iii)?
  - ⊗ Is Jessica close to her father? Explain by referring to the text.
  - ⊗ What is her plan?

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Learning Objective: Scene (iv)

**Skim and scan the text to infer and deduce key character traits of Lorenzo and Jessica**

Success Criteria: Scene (iv)

I can

**differentiate between Portia and Jessica  
select suitable evidence**

- **Loud Reading of Scene (iv).**

**Notes:**

**A masque is a short allegorical dramatic entertainment of the 16th and 17th centuries performed by masked actors. It can be a story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.**

- **State whether True or False. If False, give the correct statement.**

- a. The scene is set in Belmont.
- b. Launcelot brings a letter to Lorenzo.
- c. The letter is from Antonio.
- d. Lorenzo and his friends are preparing for a trip.
- e. Salerio, Solanio, Lorenzo and Gratiano are going to perform a masque.
- f. Jessica has planned to elope with Lorenzo.
- g. She will take nothing from her father's house

- **Compare Jessica with Portia. Come up with as many similarities and differences as you can.**

JESSICA		PORTIA
DIFFERENCES	SIMILARITIES	DIFFERENCES

- **What are Lorenzo's views about Jews in general? Explain briefly with reference to the text.**

**PLENARY:**

**Sequence the events in the right order:**

**Lorenzo receives a letter from Jessica.**

**Bassanio allows Launcelot to be his servant.**

**Launcelot wishes to leave the service of Shylock.**

**Jessica gives a letter to Launcelot and instructs him to hand it over to Lorenzo.**

<p><b>Tuesday</b> <b>(5<sup>th</sup> Period)</b></p>	<p><u><b>Learning Outcome: (Scenes v &amp; vi)</b></u></p> <p><u><b>Understand plot development through the succession of events in Act II, Scenes (v) and (vi)</b></u></p> <p><u><b>Learning Objective: Scenes (v) &amp; (vi)</b></u> Follow the development of plot with focus on the key events Understand how events are linked to the behaviour of characters Consider how figurative language enables better understanding of plot and characters</p> <p><u><b>Success Criteria: Scenes (v) &amp; (vi)</b></u></p> <p><u><b>I can</b></u></p> <p><b>Share my opinions about the key events and characters</b> <b>Understand the relevance of figurative language used to convey events, characters' thoughts and feelings</b></p> <p><u><b>READING: Loud reading of Act II, Scenes 5 and 6</b></u></p> <p><b>Discuss:</b> <u><b>Key events:</b></u> Shylock is ill at ease about dining with Bassanio. Yet, he goes. <u><b>Plot development:</b></u> Shylock's absence provides the opportunity for Jessica to disguise herself and elope with Lorenzo. <u><b>Characterisation:</b></u> Shylock is portrayed as a very domineering and stubborn father – staunch and rigid follower of his faith. Jessica disregards her father's faith, values and trust in her. <u><b>Figurative language:</b></u> Metaphors – house, masque Biblical Allusion and metaphor – prodigal Christian Biblical Allusion – Jacob's staff , Hagar's offspring Foreshadowing – lines 16 – 18 Personification – house's ears, sober house, love is blind Allusion to Roman mythology – Venus, Goddess of Love Triad – Scene 6, line 56 <b>PLENARY:</b> Oral summary of Act II, Scenes (i) to (vi)</p>
<p><b>LESSON</b>      <b>4</b> <b>9.02.2021</b> <b>8 A</b> <b>Tuesday</b> <b>(6<sup>th</sup> Period)</b></p>	<p><b>Lesson 4 :</b> <u><b>Asynchronous</b></u></p> <p><u><b>Learning Outcome: to show clear understanding of the relationship between Jessica and Shylock .</b></u></p> <p><u><b>Learning Objective: Select suitable adjectives to describe the interaction between Shylock and Jessica</b></u></p> <p><u><b>Success Criteria: I can select appropriate vocabulary(adjectives) to show the interaction between Shylock and Jessica</b></u></p>

I can retrieve relevant textual evidence to support my choice of vocabulary

I can justify my choice with meaningful explanation

**ACTIVITY 1:**

- Look at the list of words given in the box below.

<u>ashamed</u>	<u>shameful</u>	<u>hateful</u>	<u>companionable</u>	<u>supportive</u>	<u>critical</u>
<u>demanding</u>	<u>uncaring</u>	<u>mean</u>	<u>disobedient</u>	<u>unkind</u>	<u>objective</u>
<u>friendly</u>	<u>bossy</u>	<u>strict</u>	<u>joking</u>	<u>domineering</u>	<u>teasing</u>
<u>loyal</u>	<u>disloyal</u>	<u>unfair</u>	<u>obedient</u>	<u>loving</u>	<u>unloving</u>

- Write down four words that you think best describe the way in which Jessica treats Shylock.
- Complete the following table to explain your choices.

<u>Chosen words</u>	<u>Supporting evidence from the text</u>	<u>Explanation of why you chose the word</u>

- Now do the same for the way in which Shylock treats Jessica.

**WORDS:**

- 1.
- 2.
- 3.
- 4.

- Complete the following table to explain your choices.

<u>Chosen words</u>	<u>Supporting evidence from the text</u>	<u>Explanation of why you chose the word</u>

**ACTIVITY 2**

- Explain the relationship between Jessica and Shylock. Support with textual evidence.

