

TERM 2

YEAR 8- English Literature **WEEK 5** STUDY PLAN - DISTANCE LEARNING

Class and Section: YEAR 8 A

Name of Teacher: Merlin Annamma Philip

Subject: English Literature

Week 5: 28th February, 2021 to 4th March, 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 III and Act IV (lines 1 – 100)

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 & 2: Group Work and Presentation

Zoom Lesson 3: Act IV, lines 1 - 100

Asynchronous:

DATE/LESSON No.	ACTIVITY CLOSE READING OF 'THE MERCHANT OF VENICE'
TERM 2 WEEK 5	28.02.2021 - 04.03.2021
LESSONS 1 & 2 28.02.2021 8 A Sunday (3rd & 4th Periods)	<p><u>Zoom lessons 1 & 2</u></p> <p><u>Reading: Each group reads the extract given to them and frames a response that focuses on playwright's use of language, form and structure to convey ideas and meaning.</u></p> <p><u>Learning Outcome: To learn how to frame a response according to the given marking criteria.</u></p> <p><u>Develop critical thinking to explore how Shakespeare uses language and literary techniques, setting, characters, events to engage the readers</u></p> <p><u>Learning Objective:</u></p> <p>To annotate the given extract.</p> <p>To analyse it and frame a response that matches the marking criteria.</p> <p><u>Success Criteria:</u></p> <p><u>I can select evidence that relates to character's thoughts, feelings and attitudes to events.</u></p> <p><u>I can analyse and interpret playwright's use of language, form and structure to convey ideas and meaning.</u></p> <p>Lesson 1: Break out Session</p> <ul style="list-style-type: none"> - Students read and annotate the extract given to them. - Discuss key ideas and context - Create a well – structured response that focuses on the marking criteria. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Marking Criteria:</p> <ul style="list-style-type: none"> ▪ Sustained use of critical style and interpretation; expressing an informed personal response through relevant references / quotations ▪ Analyse language, form and structure used by the playwright to convey his ideas and views ▪ Use relevant drama terminology <p style="text-align: right;">/ 15 marks</p> </div> <p>GROUP 1: Act III ,Scene (iii)</p> <p>Q. Explore how Shakespeare presents the interaction between Shylock and Antonio In your answer, you must consider:</p> <ul style="list-style-type: none"> • What the characters say and do • How they respond to each other

- What this reveals about their personalities

Refer closely to the extract in your answer.

GROUP 2: Act III ,Scene (iv) lines 58 – 85 – “PORTIA: Come on Nerissa, I have work in hand For we must measure 20 miles today.”

Q. Explore how Shakespeare presents Portia in this extract. In your answer, you must consider:

- What the character says and does
- How Nerissa responds to her
- What this reveals about their personalities

Refer closely to the extract in your answer.

GROUP 3: Act III, Scene (ii) lines 73 – 107 – “BASSANIO: So may the outward shows least themselves And here choose I, Let joy be the consequence.”

Q. Explore how Shakespeare presents Bassanio in this extract. In your answer, you must consider:

- What the character says and does
- What this reveals about his personality

Refer closely to the extract in your answer.

Lesson 2:

Presentation of responses.

Feedback encouraged from the class.

PLENARY: Teacher establishes that analysis of language, form and structure helps in interpreting character, events and significance of setting.

LESSON 3
2.03.2021
8 A
Tuesday
(5th Period)

Lesson 3 : [Zoom lesson 3](#)

[Act IV, Scene \(i\) lines 1 - 100](#)

[Learning Outcome:](#)

Learning Objective:

Success Criteria:

Loud reading of the text.

	<p><u>Direct teaching and explanation of the extract by the Teacher.</u></p> <p><u>Students make notes on:</u></p> <ol style="list-style-type: none">1. What happens?2. Key characters: their speech and behaviour3. Impact on the audience4. Significance of the scene in plot development <p>PLENARY: Recap key events in Act IV, Scene(i) lines 1 - 100</p>
<p>LESSON 4 2.03.2021 8 A Tuesday (6th Period)</p>	<p>Lesson 4 : <u>Asynchronous: Read Act III</u></p> <p><u>Learning Outcome: Consider Nerissa’s reactions to Portia’s plan to disguise.</u></p> <p><u>Learning Objective:</u> Close reading of the text to predict Nerissa’s reactions to Portia’s speech and plans.</p> <p><u>Success Criteria:</u> I can mind - map to describe how Nerissa acts – and reacts .</p> <p>Activity 1:</p> <p>At the beginning of scene 3, Portia is the only person who knows about her plans. So what does Nerissa make of all this?</p> <p>Make a list of words and phrases to describe how Nerissa acts – and reacts – at each of these points in the scene:</p> <ol style="list-style-type: none">a. Lines 24 – 32b. Lines 45 – 55c. Lines 60 - 63