

TERM 2

YEAR 8- English Literature **WEEK 7** STUDY PLAN - DISTANCE LEARNING

Class and Section: YEAR 8 A

Name of Teacher: Merlin Annamma Philip

Subject: English Literature

Week 7 : 14th March, 2021 to 18th 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 IV (from line 101 – 456) and Act V

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: Act IV (from line 101 – 456)

Zoom Lesson 3: Assessment 1

Asynchronous: Act V (MCQ)

DATE/LESSON No.	ACTIVITY CLOSE READING OF 'THE MERCHANT OF VENICE'
TERM 2 WEEK 7	18.03.2021 - 18.03.2021
LESSONS 1 & 2 14.03.2021 8 A Sunday (3rd & 4th Periods)	<p><u>Zoom lessons 1 & 2</u></p> <p><u>Learning Outcome:</u> To closely understand the context and characters' behaviour. To focus on key ideas, events, relevant themes and issues</p> <p><u>Learning Objective:</u> Close reading of the assigned text. Explore the text to identify key ideas, context, events, themes and issues</p> <p><u>Success Criteria:</u> Make notes on key ideas, context, events, themes and issues Select evidence that relates to character's thoughts, feelings and attitudes to events.</p> <p>- Lesson 1: Break out Session - (Make notes for Presentation)</p> <p>GROUP 1: Act IV(lines 101 – 167) GROUP 2: Act IV(lines 166 – 204) GROUP 3: Act IV(lines 205 – 243) GROUP 4: Act IV(lines 244 – 300) GROUP 5: Act IV(lines 301 – 362) GROUP 6: Act IV(lines 363 – 456)</p> <p>Students</p> <ul style="list-style-type: none"> - Read the extract and discuss key ideas and context - Focus on thoughts, feelings and behaviour of characters - Consider emerging themes / issues - Focus on significance of the event/s in relation to the plot - Consider audience's reactions <p>Lesson 2: Group presentation and feedback from Teacher. Clarification of doubts. Clearing misconceptions.</p> <p>PLENARY: Recap of key events in Act IV.</p>
LESSON 3 16.03.2021 8 A Tuesday (5th Period)	Lesson 3 : <u>Zoom lesson 3</u> English Literature Assessment 1

LESSON 4
16.03.2021
8 A
Tuesday
(6th Period)

Lesson 4 : Asynchronous: Act V

Learning Outcome:

Close reading of Act V to understand how the play concludes

Learning Objective:

Read Act V

Annotate the given extract to gain insight into moods and perspectives of character / s

Success Criteria: I can explain

- **the mood and atmosphere created through character's dialogue**
- **the character's views about music and what this reveals about the character**

EXTRACT:

JESSICA

I am never merry when I hear sweet music.

LORENZO

The reason is, your spirits are attentive:
For do but note a wild and wanton herd,
Or race of youthful and unhandled colts,
Fetching mad bounds, bellowing and neighing loud,
Which is the hot condition of their blood;
If they but hear perchance a trumpet sound,
Or any air of music touch their ears,
You shall perceive them make a mutual stand,
Their savage eyes turn'd to a modest gaze
By the sweet power of music: therefore the poet
Did feign that Orpheus drew trees, stones and floods;
Since nought so stockish, hard and full of rage,
But music for the time doth change his nature.
The man that hath no music in himself,
Nor is not moved with concord of sweet sounds,
Is fit for treasons, stratagems and spoils;
The motions of his spirit are dull as night
And his affections dark as Erebus:
Let no such man be trusted. Mark the music.

Activity:

- Look up the underlined words and annotate them.
- Draw an image or symbol to represent each highlighted phrase.
- What kind of atmosphere do you think that Lorenzo's words create here? Think about what happens directly before and after this: why does Shakespeare begin his final act this way?
- Jessica doesn't say much in this exchange. What kind of mood do you think she's in? Consider what we know of her upbringing (look back at II.iv). Why might she have a

different reaction to music than Lorenzo?

●● Focus on the way in which Lorenzo is talking to Jessica. How do you think he views her? What does he seem to be comparing her to?