

Year 8 Play: Merchant of Venice

Big Question: How does Shakespeare present Shylock in The Merchant of Venice?

Cultural capital: How does Shakespeare demonstrate religious discrimination between Christians and Jews.

Key Skills (MUST be covered during this unit)		Pupils should be able to demonstrate their knowledge of Elizabethan culture and understanding of Shakespearean Language and form. The purpose of this unit is to provide opportunities for pupils to explore anti-Semitic and racist themes and religious discrimination alongside Shakespeare’s craft and intentions. Pupils will strengthen their understanding of Elizabethan context as well as how writer’s decisions are influenced by the world around them. By the end of the unit, they will have demonstrated their understanding of Shakespearean language, stagecraft, in depth exploration of characterisation and motivation and plot development. Alongside this they will explore key themes such as religious discrimination, public bullying, , Italian culture, status and wealth and Justice and the resolution. They will be encouraged to determine what motivates people to make poor decisions, as well as how prejudice effects individuals within society in negative ways.
Reading	Writing	
<ul style="list-style-type: none"> Finding information and identifying quotes Inferring meaning Comparing texts and contexts of texts Analyse how language impacts the reader/audience Identify and analyse features of language Analysing organisation, presentation and structure of texts 	<ul style="list-style-type: none"> Write for task, audience and purpose Develop ideas Organise writing/ Paragraphing/ Connectives/ Linking ideas Vocabulary choices Use a range of punctuation Sentence structure 	

Deep Learning Focus	Skills and Knowledge	Resources	Differentiation	Key Words
<p>Does religious discrimination still exist in modern culture?</p> <p>What are the plot and themes of The Merchant of Venice?</p> <p>Why has Shakespeare’s decided to open the play with this scene?</p>	<p>Deepen understanding of the Elizabethan context:</p> <ul style="list-style-type: none"> ➢ The republic of Venice ➢ Italian culture • Setting • Stagecraft • Explore the themes, plot and opening to The Merchant of Venice • Finding information and identifying evidence to support judgements • Identifying author’s stagecraft and commenting on their choices: setting • Making predictions • Understanding key vocabulary and using within responses 	<p>Act 1 scene 1</p> <p>Context/ setting: https://www.youtube.com/watch?v=Qt1gsw-O7wA</p> <p>Summary of play: https://www.youtube.com/watch?v=g_CaPgFTs7U</p> <p>Copy of scene: The Merchant of Venice, Act 1, scene 1 The Folger SHAKESPEARE</p> <p>Summary of scene: https://www.youtube.com/watch?v=hKJkbBsPrkc</p> <p>Film Version: https://www.youtube.com/watch?v=bksb_tWzvW4</p>	<p>Support:</p> <ul style="list-style-type: none"> Graphic/ knowledge organisers Character summaries Plot summaries Video summary Video clips Mini plenaries to assess understanding <p>Challenge:</p> <ul style="list-style-type: none"> Making predictions Production of leaflet using contextual knowledge promoting Venice as a place of commerce. Hamlet’s Advice to the Players 	<p>Status</p> <p>Commerce</p> <p>Merchant</p> <p>Religious discrimination</p> <p>Diaspora</p> <p>propaganda</p>

		<p>BBC Bitesize: Plot overview - Plot summary - KS3 English Revision - BBC Bitesize</p> <p>Overview of characters - Characters - KS3 English Revision - BBC Bitesize</p> <p>Exploring the theme of money in Shakespeare's The Merchant of Venice - KS3 English - BBC Bitesize</p>		
<p>How does Shakespeare introduce Shylock?</p> <p>What do we learn about the history between Shylock (Jewish community) and Antonio (Christians)?</p>	<p>Deepen understanding of the Elizabethan context:</p> <ul style="list-style-type: none"> ➤ Status and wealth ➤ Religious discrimination: Treatment of the Jews and public bullying <ul style="list-style-type: none"> • Explore Shakespeare's characterisation of Shylock • Explore Shakespeare's intentions regarding his audience • Begin to show an understanding of the reasons writers may have made certain structural choices. • Commenting on Shylock's motivation using evidence from the text • Making informed judgements • Inference and deduction • Expressing thoughts and feelings in detail. 	<p>Act 1 Scene 3</p> <p>Performance of scene: https://www.youtube.com/watch?v=wYsUbt0pQXg</p> <p>Copy of scene: The Merchant of Venice, Act 1, scene 3 The Folger SHAKESPEARE</p> <p>Summary of scene: https://www.youtube.com/watch?v=XyCHwxbnJVI</p>	<p>Support:</p> <ul style="list-style-type: none"> • Graphic/ knowledge organisers • Character summaries • Video clips • Questions to support hot-seating activity • Provision of character profile for Shylock • Varied interpretations of Shylock: images • Mini plenaries to assess understanding <p>Challenge:</p> <ul style="list-style-type: none"> • Production of character profile for Shylock • Diary entry for Shylock discussing events from the scene and feelings towards Antonio as well as intentions. • How would you present Shylock? Explain your decisions. 	<p>Ghetto</p> <p>Soliloquy</p> <p>Anti-Semitism</p> <p>Discrimination</p> <p>Prejudice</p> <p>Aside</p> <p>Ducat</p> <p>Usury</p>
<p>Checkpoint 1: Spoken Language: Hot seating Shylock (exploring character, action and motivation)</p> <p>Peer assessment: Using rubrics, success criteria and model answer to support POW time.</p>				

<p>How is this scene significant to the development of the plot as well as characterisation of Shylock?</p> <p>What does Shakespeare want his audience to think or feel about the character of Shylock?</p>	<ul style="list-style-type: none"> Consider the parent-child relationships presented in the text. Explore how Shakespeare drives the plot through the use of character and action. Begin to show an understanding of the reasons writers may have made certain structural choices. Analyse Shakespeare's use of language, form and structure Commenting on main characters and their motivation using evidence from the text Identify the response of the audience and the choices that the writer has made to achieve these effects. 	<p>Act 2 scene 8</p> <p>Copy of scene: The Merchant of Venice, Act 2, scene 8 The Folger SHAKESPEARE</p> <p>Summary of scene: https://www.youtube.com/watch?v=3BM1ISxEav8</p>	<p>Support:</p> <ul style="list-style-type: none"> Summaries Video clips Timelines Knowledge organisers Mini plenaries to assess understanding <p>Challenge:</p> <ul style="list-style-type: none"> Making predictions Pupils to support summaries with quotations 	<p>Predictions</p> <p>Patriarchal</p>
<p>What key messages is Shakespeare sharing with his audience through the use of Shylock's monologue?</p> <p>Do you think that Shylock is a victim or a villain at this point in the play?</p> <p>What does Shakespeare want his audience to think or feel about the character of Shylock?</p> <p>Checkpoint 2: Reading: How does Shakespeare use language in Act 3 Scene 1 to influence the audience's feelings towards Shylock?</p> <p>Whole class feedback: Using rubrics, success criteria and model answer to support POW time.</p>	<p>Deepen understanding of the Elizabethan context:</p> <ul style="list-style-type: none"> Religious discrimination: Treatment of the Jews and public bullying Develop written responses: using knowledge of the text, shaping views and opinions, matching form and purpose Identifying Shakespeare's methods Analyse Shakespeare's use of language, form and structure Develop analytical responses: What? How? Why? 	<p>Act 3 scene 1</p> <p>Copy of scene: The Merchant of Venice, Act 3, scene 1 The Folger SHAKESPEARE</p> <p>Performance of scene: https://www.youtube.com/watch?v=HlpzsW_o20c</p> <p>summary of scene: https://www.youtube.com/watch?v=ws6VNJ_ezVw</p> <p>BBC Bitesize: Imagery and metaphor - Language - KS3 English Revision - BBC Bitesize</p>	<p>Support:</p> <ul style="list-style-type: none"> Graphic/ knowledge organisers Video clips Scaffolding/ success criteria/ model answers Short extracts for pupils to focus on Summary of scene Mini plenaries to assess understanding <p>Challenge:</p> <ul style="list-style-type: none"> Making predictions 'Zooming in' on key vocabulary and being able to make comments on the effects 	<p>Monologue</p> <p>Rhetoric</p>
<p>What does Shakespeare want his audience to think or feel about the character of Shylock?</p>	<p>Deepen understanding of the Elizabethan context:</p> <ul style="list-style-type: none"> Justice and the resolution Religious discrimination: Treatment of the Jews 	<p>Act 3 scene 3</p> <p>Copy of scene: The Merchant of Venice, Act 3, scene 3 The Folger SHAKESPEARE</p>	<p>Support:</p> <ul style="list-style-type: none"> Graphic/ knowledge organisers Video clips Frayer models/ etymology Summary of scene 	<p>Forfeiting</p> <p>Dilemma</p>

<p>How does Shakespeare present the Jewish community and their religious values in this scene?</p>	<ul style="list-style-type: none"> • Summarising information • Expressing opinions • Finding information and identifying quotes • Analyse how language impacts the reader/audience 	<p>Performance of scene: https://www.youtube.com/watch?v=eHzTHrE0g_4</p> <p>summary of scene: https://www.youtube.com/watch?v=TresWexnjYg</p> <p>BBC Bitesize: Exploring the theme of justice in Shakespeare's The Merchant of Venice - KS3 English - BBC Bitesize</p>	<ul style="list-style-type: none"> • Mini plenaries to assess understanding <p>Challenge:</p> <ul style="list-style-type: none"> • How would you direct this scene? • Additional texts to deepen contextual understanding. • What difficulties are there in presenting 'Merchant of Venice' to a contemporary audience? How would you overcome these? 	
<p>How does Shakespeare build tension and suspense in this scene?</p> <p>Do you think that Shylock is a victim or a villain?</p> <p>Why do you think that Shakespeare presents this outcome for the audience?</p>	<p>Deepen understanding of the Elizabethan context:</p> <ul style="list-style-type: none"> • Justice and the resolution • How to write an effective newspaper article • Using knowledge from the text • Expressing opinions • Write for task, audience and purpose • Develop ideas • Organise writing/ Paragraphing/ Connectives/ Linking ideas • Vocabulary choices • Use a range of punctuation 	<p>Act 4 scene 1</p> <p>Copy of scene: The Merchant of Venice, Act 4, scene 1 The Folger SHAKESPEARE</p> <p>Performance of scene/ film version: https://www.youtube.com/watch?v=Qx8BWkkVcaw</p> <p>Summary of scene: https://www.youtube.com/watch?v=gDoOdaKRUaE</p> <p>BBC Bitesize Act 4 Scene 1 – Rehearsing the court scene - Performance analysis - KS3 English Revision - BBC Bitesize</p>	<p>Support:</p> <ul style="list-style-type: none"> • Graphic/ knowledge organisers • Video clips • Frayer models/ etymology • Summary of scene • Mini plenaries to assess understanding • Scaffolding/ success criteria/ model answers • Planning sheet <p>Challenge:</p> <ul style="list-style-type: none"> • Analysis of newspaper articles • Independent planning 	<p>Resolution Justice Motive</p>
<p>Checkpoint 3: Writing: Is Shylock a Victim or a villain? Express your thoughts in the form of a Broadsheet newspaper article reporting the outcome of the trial. (Bias)</p> <p>Teacher assessed: Using rubrics, success criteria and model answer to support POW time.</p>				