

Lesson Name or Number: Lesson 2: Isn't it funny?

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Name: Jessica Wiebe

Subject: English –*Merchant of Venice*

Grade: 8

Preparation:

- Download YouTube clips
- Get questions together for hook.
- Have extra copies of “Shakespeare” readings.
- Make sure there are enough bibles for all students.

Rationale:

- The end desire for this unit is to have students be able to comprehend and evaluate Shakespeare's play *The Merchant of Venice*. Therefore a history of Shakespeare, the time period the play is set in, and the play itself is essential.

Prescribed Learning Outcomes:

- A3: listen to comprehend, interpret, and evaluate ideas and information from a variety of texts.
- A9: speak and listen to interpret and analyze ideas and information from texts.
- B2: read, both collaboratively and independently, to comprehend a variety of information and persuasive texts with some complexity of ideas and form.

Instructional Objectives:

- SWBAT identify five elements of comedy.

My Own Learning Objectives

- To hook the students on Shakespeare.
 - Assessment: Students will ask questions that further their knowledge about the times of Shakespeare. (Such as “why weren't women allowed on stage?” and “why were the theatres taboo places to be?”)
- To get Lara to put up her hand before talking.
 - Assessment: Lara raises her hand half of the times she speaks, without prompting or reminders.

Prerequisite Concepts and Skills:

- Reading, prior knowledge (none required)

Organizational and/or Behavioral Management Strategies:

- Discuss comedy instead of watching film clips if the students are misbehaving.
- Give written assignment instead of discussion.

Assessment and Evaluation:

- Questioning: formative assessment based on responses.

Extension:

- This lesson begins with a continuation of the first lesson with the reading of Shakespeare’s times.
- The information learned in this lesson will be used for the remainder of the unit.

Adaptations:

- Since it is a collaboration based lesson, none should be required.
- Note-taking assistance for students with writing output difficulties.

Materials and Resources:

Teacher:	Students:
Reading sheet, comedy clips.	Reading sheet from last class.

Lesson Activities:

Teacher Activities	Student Activities	Time:
<p>Introduction:</p> <ul style="list-style-type: none"> • Give students discussion questions and get into groups. • Money can affect my level of happiness. • Appearances can be deceiving. • Tell students that these themes will be coming up later as we study the play. Ask them to keep the question slips at the front of their binder so they can refer back to them. <p>Body:</p> <ul style="list-style-type: none"> • Narrate the reading (3-4 paragraphs from where we left off last class.) • Write the question: what is comedy? • Show clips of different types of comedy. In between each film clip, discuss the types of comedy and elements, etc. • Satire: http://www.youtube.com/watch?v=0id9fUYb95A 	<p>Introduction:</p> <ul style="list-style-type: none"> • Students discuss the questions. <p>Body:</p> <ul style="list-style-type: none"> • Students read along with handout. • Brainstorm an answer. • Students watch clips, and discuss the types of comedy. 	<p>10 minutes</p> <p>20-25 minutes</p> <p>5-7 minutes</p> <p>20 minutes</p>

Timing, pause, exaggeration, banter, heightened reality, laughter, violence, pain.

<ul style="list-style-type: none"> • Slapstick: • http://www.youtube.com/watch?v=f sD-sePT3tY • Irony: • http://www.youtube.com/watch?v=omk6TAxJYOg • Shakespearian: • 13:25- 15:00 in film. (Al Pacino) <p>•</p> <p>Closure:</p> <ul style="list-style-type: none"> • REVIEW: Discuss the similarities and differences as a class. Tell students that in Shakespeare's times, things were much different and they had a very different sense of humor than we did. Many of the things they find funny go over our heads today. • PREVIEW: Tomorrow we are going to start reading the actual play. • Remind students to hand in their notes/assignment. 	<ul style="list-style-type: none"> • In pairs, have students write down 3 things that were similar in each clip. • In pairs, have students write down 3 ways Shakespearian Comedy is different. <p>Closure:</p> <ul style="list-style-type: none"> • Discuss with the class. <ul style="list-style-type: none"> • Finish assignment and pack up. 	<p>10-15 minutes</p> <p>5 minutes</p>
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Reflections:

- To be done after the lesson.