

Discipline: English (Literature)

Course Name: Culture and Justice in Literature

Name: Adrianna Bayer

Date for Lesson Implementation: Tuesday, August 1, 2006

Adrianna's Lesson Topic: Merchant of Venice Movie

I. *Goals*

Students will begin watching the movie version of Shakespeare's The Merchant of Venice. A handout that students fill out during the movie will aid them in integrating this final text into their essay.

II. *Objectives*

Students will:

1. Appraise the movie in order to tie it to their essay topics (Cognitive—Evaluation)
2. Listen and react to the movie (Affective—Receiving & Responding)
3. Be interested and will watch the movie (Psychomotor—Observation & Readiness)

III. *Type and Organization of Subject Matter*

1. Homework Assessment
 - Determine how far students got in their reading
 - Determine how difficult the reading material was
 - Pass out/collect papers
 - Encourage students to turn in additional meditations (beyond the required minimum)
2. Movie and handout
3. Debriefing of the movie

IV. *Type and Organization of Learning Opportunity*

The time spent for each portion of the class is subject to change.

1. Homework Assessment (5 minutes)
2. The Merchant of Venice movie (40 minutes)
3. Debriefing

V. *Materials*

Class sets of:

- Merchant of Venice handouts
- Whiteboard Markers
- Note taking tools, i.e. paper, pens, pencils, highlighters, post-its

VI. *Modes of Presentation and Response*

Informal chatting, Movie, Question & Answer

Procedures:

1. Brief introduction and explanation of goals for the lesson
2. Orientation Set (Verbatim): "Today, we will begin watching The Merchant of Venice. As you watch, notice scenes that will support your final essay topics. Also, consider possible topics for meditations."

3. I begin the class by assessing the homework status.
4. We will begin watching the movie and, afterwards, will have a mini-debriefing session where students can share some of their initial thoughts.

VII. *Evaluation*

As the movie progresses, I will be aware of my students' interests/attention. The handout that students are expected to fill out will also keep them alert and awake during the film. Finally, the debriefing session will give students a chance to comment on how the movie is affecting them, both intellectually and emotionally.