# Engagement phase – English Advanced Module B

**Module case study** – Year 12 Module B – Critical study of literature

**Case study text** – King Henry IV, Part 1, William Shakespeare (Shakespearean Drama), Cambridge University Press, 1988, ISBN: 9781782953463

**Technology focus** – Microsoft Sway for student-centred presentation

**Teacher advice – The** Stage 6 phases project has been developed to support teachers in the structuring of teaching and learning activities for Stage 6 units. In the typical eight-week timeframe of a unit, a teacher may employ a range of these phases in order to meet outcomes, cover content and prepare for assessment.

The term ‘phase’ helps to focus planning by identifying the specific purpose of each section within a teaching program. The phases are closely aligned to the English textual concept ‘learning processes’ of understanding, engaging personally, connecting, engaging critically, experimenting, and reflecting. As such each phase focuses teacher and student attention onto the learning intentions of each sequence of lessons.

Each phase lesson sequence is structured as a case study utilising a module and a prescribed text. However, the teaching and learning activities within the case study could be easily adapted to any Stage 6 unit.

## Rationale for the engagement phase

This model lesson uses a stimulating extract from the beginning of the prescribed text to invite student engagement with the text and the key concerns of the module. The lesson outline moves through two stages. Initially, student interest is stimulated through inviting connection to the student’s own personal and literary context. This is followed by the creation of a research presentation that foreshadows many of the concepts and concerns of the module and prescribed text.

The engagement phase is intended to build the field for a student new to the module and the prescribed text. It is a ‘warm-up’ phase that is crucial to the attitude with which the student approaches the learning activities, concepts and texts that make up the course.

### Learning intentions

Students will:

* consider their own personal response to an extract from the prescribed text
* develop, explore and apply contextual knowledge to this personal response
* share and discuss a range of contextually-informed responses to the key critical study concepts revealed through the consideration of the extract.

### Success criteria

Students will be able to:

* share and discuss their informed initial personal response
* research key aspects of context and present their work to peers in a way that stimulates discussion and heightens interest in the prescribed text.

## Using and adapting this resource

**Timing** – the ‘engagement’ phase of a Stage 6 unit will typically take between one and four 50-minute lessons.

### Syllabus outcomes and content

**EA12-4B: strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts.**

**Develop and apply contextual knowledge:**

S6A1204DA1 (authority, context, understanding, connecting, engaging critically):

* apply knowledge and understanding from their own context, and appreciation of other contexts, in responding to challenging texts.

S6A1204DA2 (context, literary value, perspective, engaging critically):

* evaluate how changing context and values can influence how texts are composed and interpreted

Content in this section is from the [English Advanced Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017. The coding for the content points comes from the [English textual concepts and learning processes](http://englishtextualconcepts.nsw.edu.au/portfolio) resource. New learning can be connected to the Critical Study of Text module description which can be found in **resource one** in the student booklet.

### Online learning strategies

* sharing of stimulus content in an online space with a structured approach to encouraging a considered personal response from students
* guided visual presentation of personal response in the form of text, audio and visual arrangements that showcase student thinking and encourage peer responses (Sway). See the department’s recorded professional learning session on using Microsoft Sway for creating and assessing digital portfolios at [Student Digital Portfolios](https://schoolsnsw.sharepoint.com/sites/StudentDigitalPortfolios). This site also contains extensive resources and templates.

### Student resources

Students will need:

* the resource booklet for this lesson sequence
* an online class learning management system (LMS) such as Teams, or Google Classroom
* presentation software or app such as PowerPoint or Sway
* media search options such as hard copy magazines or newspapers as well as online search engines
* notebooks.

### The 8 phases covered in this project

* Engagement with module ideas and concepts
* Unpacking the module requirements
* Introduction to prescribed text/s
* Engaging critically with texts
* Connecting ideas and/or texts
* Deepening text and module understanding
* Writing in response to the module and text/s
* Preparing the assessment.

## Lesson sequence

Table 1: Teaching and learning activities in this lesson sequence

|  |  |  |
| --- | --- | --- |
| Lesson sequence and syllabus outcome content | Teaching and learning activities: | Evidence of learning – synchronous (S), asynchronous (A) and workbook (W) |
| **Initial engagement with the ideas and context of the prescribed text**S6A1204DA2 (context, literary value, perspective, engaging critically):* evaluate how changing context and values can influence how texts are composed and interpreted
 | **Engaging critically**The teacher posts the following driving question: ‘How have ideas about what makes a good leader changed over time?The teacher then provides students with an extract from King Henry’s speech in Act 1, scene 1 from “The edge of war…” to “…on the bitter cross.”The teacher needs to explain (explicit instruction) that this is part of a King’s political speech and that it involves a plan to lead a crusade to the Holy Land after the end of a period of civil war.**Activities:**1. After the teacher introduction, students read the extract and predict based on textual evidence, whether this comes from a persuasive speech. Think/pair/share. What content and techniques suggest persuasion?

(The teacher may have to provide some basic contextual information about The Crusades)1. Discussion: what can we guess about this character as a leader? In what ways is this typical of leaders generally? What do you know from your own historical/political knowledge about the changing nature of ‘good’ leadership over time?

(**Note:** The point here is that a war is being planned to distract the people from the leader’s unpopularity/illegitimacy/conflicts on the home front.)The teacher could show a clip from the film ‘Wag the Dog’ or similar to heighten engagement still further. | S – discussion in live class chatA – material posted to class discussion boardW – mind map developed in student workbook |
| **Students access wider contextual knowledge to deepen initial connections to the prescribed text**S6A1204DA2 (context, literary value, perspective, engaging critically):* evaluate how changing context and values can influence how texts are composed and interpreted
 | **Engaging critically**Teacher provides students with a research template, either in hard copy or via the LMS. One option here is a Sway presentation because the teacher can define research segments (called ‘cards’) and thus carefully structure the creation of the presentation (see ‘Sway note’ after this table).**Resource two** in the student booklet has an example of the first two ‘cards’ in the ‘dashboard’ view of Sway. The ‘play’ mode then presents it as an immersive full-screen presentation. Students should research and create one Sway ‘card’ (text, audio, image or video) for each of the following:1. Image and explanation of how (the historical) Henry IV came to the throne
2. Video or image of a modern historical leader exhibiting ‘good’ leadership and one exhibiting ‘bad’ leadership in your opinion.
3. Audio of student explanation of why leaders in part two were chosen
4. Image and explanation of The Crusades
5. Text, audio or video explanation of one contemporary example of a political leader seeking to take attention from internal conflicts via external ‘event’.
6. Media report of a contemporary leader exhibiting a ‘human side’: how and why did this lead to more/less popularity?
 | A – students research and develop their Sway presentations then upload sharing links to LMSW – presentations developed through media and online research and presented as student notes in workbooks, or as visual collage. |
| **Sharing of research and interpretations. Building of interest and foundation for understanding the text**S6A1204DA1 (authority, context, understanding, connecting, engaging critically):* apply knowledge and understanding from their own context in responding to challenging texts

S6A1204DA2 (context, literary value, perspective, engaging critically):* evaluate how changing context and values can influence how texts are composed and interpreted
 | **Connecting and engaging critically**Class presentations and discussion.Peers take notes on the theme of ‘good’ leadership as they are taken through presentation of research by each student.Teacher guides discussion through Socratic questioning (see **resource three** in the student booklet) towards consideration of concepts such as:* oratory
* political expediency
* the political role of warfare.

Students write short discursive piece on the nature of ‘good’ leadership.The teacher may wish to use the templates for peer discussion and conferencing supporting Socratic Circles found within the [Digital Learning Selector, Activity page – Discussion](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=0e9f3)**Note:** the question about the ‘human side’ of leaders is a preparation for a possible follow-on activity. The King next turns to the disappointments of his son, the Prince of Wales. The teacher could read this section, clarify any political or historical issues, then return to student research about the ‘human side’ of leaders … | Student notes in workbooks or in digital platform such as Class OneNote NotebookS – online class meeting through Teams or ZoomA – students post comments on peers’ Sways using the Class Notebook through the Teams structureW – students write responses in workbooks following class meeting |

**Sway note**: Sway is considered ‘best practice’ for the collection and presentation of this activity because:

* Teacher can share a template to guide and limit research
* Student sharing of completed Sways facilitates substantive discussion when students can view each other’s work
* Sway accepts a variety of media types and allows for their clear and engaging display
* Extensive how-to guides for students and teachers available online.