# Introduction to text phase – English Standard Module B

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

**Case study text** – William Shakespeare, A Midsummer Night’s Dream (d) Cambridge University Press, 2014, ISBN: 9781107615458

**Technology focus** – using Flipgrid to encourage a considered personal response

**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 ‘introduction to the prescribed text’ phase

The ‘Introduction to the prescribed text’ phase is intended to facilitate a strong personal and analytical connection between the student and the prescribed text for this module. The outlook with which students approach the prescribed text will impact strongly on their enjoyment of the module as well as their potential for success in formative and summative assessment tasks. To encourage a meaningful connection, activities in this phase focus on the English textual concepts (ETC) learning process of ‘engaging personally’. Concepts such as context, argument and code and convention direct the teaching and learning towards a consideration of the student’s informed initial response to the text and its contexts of composition and response. The overall aim is to encourage the student to read on with an open mind to the key objectives of the module as they are developed through subsequent phases.

### Learning intentions

Students will:

* consider their own personal response to the textual form of the prescribed text through their reading of and response to stimulus texts
* explore and apply contextual knowledge to this personal response
* share and discuss a range of contextually-informed responses.

### Success criteria

Students will be able to:

* create a discussion about their informed initial personal and critical response to the contexts of the prescribed text
* share that discussion through the medium of a Flipgrid video
* research and present key aspects of concepts in a way that stimulates discussion and heightens interest in the prescribed text.

## Using and adapting this resource

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

### Syllabus outcomes and content

**EN12-3B: analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning.**

**Engage personally with texts:**

**S6S1203EP1** (argument, code and convention, narrative, representation, understanding, engaging personally):

* engage with complex texts through their language forms, features and structures to understand and appreciate the power of language to shape meaning

**Develop and apply contextual knowledge:**

**S6S1203DA1** (argument, code and convention):

* understand and use language appropriately and effectively for particular purposes, for example making connections, questioning, challenging, analysing, speculating and generalising

**Respond to and compose texts:**

**S6S1203RC2** (argument, authority, code and convention, narrative, style, understanding, experimenting):

* control language features, text structures and stylistic choices of texts to shape meaning and influence responses.

Content in this section is from the [English Standard Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-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.

### Online learning strategies

* sharing of content in the online space of Flipgrid to encourage considered personal responses from students.
* The ‘flipped classroom’ model where learning materials will be in the form of text, audio and visual arrangements posted on preferred learning management system (LMS). These shared informed personal responses, visually presented and shaped by the student, will stimulate discussion, critical thinking and evaluation from the whole class.

### Student resources

Students will need:

* an online class learning management system (LMS) such as Teams, or Google Classroom
* Flipgrid at [info.flipgrid.com](https://info.flipgrid.com/)
* online search engines
* notebooks
* hard copy or digital version of resource one, ‘Syllabus rationale for Standard Module B’.

### 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

**A note for teachers about the following strategies and resources**

This model lesson uses two stimulus texts to introduce the relevance of study of the prescribed text. The aim of the texts is to heighten student engagement with the key concerns of the text and the module. Student interest is stimulated through the ‘flipped classroom’ model inviting connection to the student’s own personal and literary context. This information is shared synchronously foreshadowing many of the concepts and concerns of both.

Table 1: Teaching and learning activities in this lesson sequence

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| Lesson sequence and syllabus outcome content | Teaching and learning activities: | Evidence of learning – synchronous (S), asynchronous (A) and workbook (W) |
| **Introduction to this approach** | The structure of delivery for this learning phase follows the ‘flipped classroom’ model (**resource two**). The general aim is for individual students to prepare responses through stimulating reading activities prior to the class as a whole sharing then developing a collaborative informed response.  In the first ‘pre-class’ phase of this model, students are encouraged to explore stimulus texts that are designed to ‘warm them up for’ the prescribed text for this module in an engaging way.  To prepare, the teacher creates a new grid in Flipgrid (see **resource two**) for each learning session under ‘topics’. Learning sessions should take students no more than 30 minutes each to complete. (Hints: ensure the ‘Video Reaction’ is set to student to student and allow no more than two to three minutes for ‘Video Response’ time.) The teacher will design a rubric for each learning session to provide explicit ‘Teacher and Peer Feedback’.  Students are introduced to the Cornell note-taking strategy (see **resource two**) and will use this format to guide the creation of their video responses and posted materials. |  |
| **Engagement with the ideas and content of stimulus text one**  **S6S1203EP1** (argument, code and convention, narrative, representation, understanding, engaging personally):   * engage with complex texts through their language forms, features and structures to understand and appreciate the power of language to shape meaning   **S6S1203DA1** (argument, code and convention):   * understand and use language appropriately and effectively for particular purposes, for example, making connections, questioning, challenging, analysing, speculating and generalising. | **Understanding and engaging personally**  **Learning session 1** – exploring stimulus **text 1** ‘The Universality of Shakespeare’ (**resource two**)  In the flipped classroom setting, students will be required to view the text and respond to questions designed to challenge students to:   * Evaluate preconceived ideas of Shakespearean plays and consider what ideas and concepts mentioned in the text transcend culture and time and whether that increases personal engagement. * Consider what the text suggests about Shakespeare’s understanding of humanity and observations of people, especially the ways they are represented as characters. How important is this in making his work relevant for a contemporary audience? * Comment on the craft of storytelling through make-believe and imagination. * Examine the audience’s ability to accept conflicts between past and contemporary values and beliefs and to still personally engage with the content of the play.   Example questions could include:   1. What would be some of the possible barriers for a contemporary audience studying a play from the 16th century? 2. As a comedy, if the humour is not evident for a modern audience, does the play still have meaning and impact? (consider the other dramatic elements of a play – especially internal and external conflict)? 3. What is meant by ‘universality’? Does every culture experience a similar condition? 4. Are the conventions of storytelling accessible in all forms of narratives? | S – sharing of initial guided responses and comments through a Flipgrid video  A – students personal learning based on the research needed to answer questions they posed throughout the process (Cornell note taking strategy)  W – notes taken using Cornell note taking strategy . |
| **Sharing of responses to stimulus text one**  **S6S1203RC2** (argument, authority, code and convention, narrative, style, understanding, experimenting):   * control language features, text structures and stylistic choices of texts to shape meaning and influence responses. | **Understanding and experimenting**  Students use Flipgrid to share their filmed video response to the questions from two perspectives (students will need to reference/evidence **text 1**):  First, a personal, emotive position focused on what they anticipate they will like or dislike about the play based on text 1.  Stem sentence starters could include:   1. I am interested in magic and fantasy genres so I think … 2. I know I may not understand all of the language in Shakespeare, however I feel I …   Second, a literary critic perspective focused on the Module B description.  Stem sentence starters could include:   1. When the interviewee states … it suggests … 2. (Quote from text one) challenges the viewers to think that ... 3. (Quote from text one) is engaging because it questions … | S – Students speak to their Flipgrid videos during class meeting  A – Students post Flipgrid videos to class discussion board  W – students may film their video responses using a similar app (including on their phones) and upload to class discussion board when possible at a later date. |
| **Engagement with the ideas and content of stimulus text two**  **S6S1203EP1** (argument, code and convention, narrative, representation, understanding, engaging personally):   * engage with complex texts through their language forms, features and structures to understand and appreciate the power of language to shape meaning   **S6S1203DA1** (argument, code and convention):   * understand and use language appropriately and effectively for particular purposes, for example, making connections, questioning, challenging, analysing, speculating and generalising. | **Understanding and engaging personally**  **Learning session 2** – exploring stimulus **text 2** ‘Why Should You Read a ‘Midsummer Night's Dream’?’ (see **resource two**)  In the flipped classroom students will be required to view text 2.  Students take notes again using the [How To Take Cornell Notes](https://www.teachthought.com/literacy/how-to-take-cornell-notes/). The flipped classroom lesson will require students to view the text and respond to questions designed to challenge students to:   * be able to connect and make informed comments on the plot, themes and main ideas * visualise aspects of stagecraft including setting, costume, lighting and soundscape. Students should expand their thinking beyond the literal and consider symbolic aspects incorporated in stage design.   Example questions could include:   1. From the text, explain your understanding of the plot. Is it singular or multi strand? 2. Who are the protagonists/antagonists? Is there a connection between their roles or motivations linked to the themes? 3. The synopsis is presented in an animated form. How does this form of representation suggest the stage and stagecraft? | S – sharing of initial guided responses and comments through a Flipgrid video  A - students personal learning based on the research needed to answer questions they posed throughout the process (Cornell note taking strategy)  W – notes taken using Cornell note taking strategy |
| **Sharing of responses to stimulus text two**  **S6S1203RC2** (argument, authority, code and convention, narrative, style, understanding, experimenting):   * control language features, text structures and stylistic choices of texts to shape meaning and influence responses. | **Understanding and experimenting**  Students use Flipgrid to share responses to the questions from two perspectives (students will need to reference **text 2**).  First – a personal emotive position focused on what they will anticipate they will like or dislike about the play based on text 2.  Stem sentence starters could include:   1. The idea that the adolescents rebel against their parents especially their father (patriarch), is appealing to me because I believe … 2. The silliness of the magic is appealing and sounds light-hearted for a Shakespearean play so I think I will enjoy … about the play because …   Second – a literary critic perspective focused on the module B description.  Questions for filmed discussion or reflection could include:   1. The complex interactions between the characters has highlighted the level of understanding required by the audience to acquire a deep understanding of the themes Shakespeare invites the audience to engage with. When reading the play what strategies can you apply to assist your understanding of the narrative conventions? 2. To what extent will the language of a Shakespearean play be a barrier to allowing a personal engagement with the text? | S – Students speak to their Flipgrid videos during class meeting  A – Students post flipgrid videos to class discussion board  W – students may film their video responses using a similar app (including on their phones) and upload to class discussion board when possible at a later date. |
| **Sharing of learning and interpretations. Building of interest and foundation studying the prescribed text**  **S6S1203EP1** (argument, code and convention, narrative, representation, understanding, engaging personally):   * engage with complex texts through their language forms, features and structures to understand and appreciate the power of language to shape meaning   **S6S1203DA1** (argument, code and convention):   * understand and use language appropriately and effectively for particular purposes, for example making connections, questioning, challenging, analysing, speculating and generalising. | **Engaging personally**  Students view each other’s videos and post feedback using the rubric to guide comments (see **resource three**). Student feedback will address the relevance of studying Shakespeare in a contemporary context and based on the two texts present what aspects of the play seem interesting or engaging.  The teacher moderates the feedback and discussion points through Socratic questioning (explained in **resource four**) and also provides general feedback highlighting key areas of the module requirements to be unpacked further in the ‘Apply and Analyse In class’ phase of the Flipped classroom strategy. This phase would normally be attempted at the completion of an introductory activity such as this. | S – Student to Student feedback and comments of Flipgrid videos  A – students personal learning based on the research needed to answer questions they posed throughout the process (Cornell Note Taking strategy)  W – students write responses in workbooks for future reference. |