# Student resource booklet

## Introduction to text phase – English Standard Module B

**Module case study** – 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

### Resource one – module description Standard Module B

#### Close Study of Literature

In this module, students develop an informed understanding, knowledge and appreciation of a substantial literary text. Through their development of considered personal responses to the text in its entirety, students explore and analyse the particular ideas and characteristics of the text and understand the ways in which these characteristics establish its distinctive qualities.

Students study one text chosen from the list of prescribed texts. They engage in the extensive exploration and interpretation of the text and the ways composers (authors, poets, playwrights, directors, designers and so on) portray people, ideas, settings and situations in texts. By analysing the interplay between the ideas, forms and language within the text, students appreciate how these elements may affect those responding to it. Students produce critical and creative responses to the text, basing their judgements on a detailed knowledge of the text and its language features.

Through reading, viewing or listening, students analyse, assess and comment on the text’s specific language features and form. They express increasingly complex ideas, clearly and cohesively, using appropriate register, structure and modality. They draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately.

Through their analyses and assessment of the text and their own compositions, students further develop their personal and intellectual connections with, and enjoyment of the text, enabling them to express their informed personal interpretation of its significance and meaning.

[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.

### Resource two – readings and technology

1. Flipped Classroom Bloom’s Template © Adelaide University [Flipped Classroom Design Template (Bloom’s Modified Taxonomy) – (PDF 1 page)](https://www.adelaide.edu.au/flipped-classroom/resources/Flipped_Classroom_Design_Template.pdf) 2016 (adelaide.edu.au/flipped- classroom/resources/Flipped\_Classroom\_Design\_Template.pdf)
2. Flipped classroom information can be found widely on the web. Two sources for beginners are:
	* Joe Ruhl © ‘[Teaching Methods for Inspiring the Students of the Future’](https://www.youtube.com/watch?v=UCFg9bcW7Bk) (duration 17:41) TEDxLafayette May 28, 2015
	* CTSI UToronto © Adelaide University [Flipped Classroom Project 2016](https://www.youtube.com/watch?v=AJgzSECXsNM) (duration 7:09) Nov 29, 2016
3. Cornell note-taking strategy information can be found widely on the web. For example at [The Cornell Note Taking System](http://lsc.cornell.edu/how-to-study/taking-notes/cornell-note-taking-system/) (lsc.cornell.edu/how-to-study/taking-notes/cornell-note-taking-system) © The Learning Strategies Center, Cornell University
4. [Flipgrid](https://info.flipgrid.com/) (info.flipgrid.com)
5. Iseult Gillespie © [Why should you read ‘A Midsummer Night's Dream’?](https://www.youtube.com/watch?v=xCI6o-kbqrs) (duration 4:42) TED ED December 2014.
6. Education ABC [The-universality-of-Shakespeare](https://education.abc.net.au/home#!/media/1758861/the-universality-of-shakespeare) (duration 5:53) © 2019 ABC.

### Resource three – sample rubric

A range – a student:

* displays a deep understanding of multiple (2-3) possible cultural, belief and/or value challenges facing a contemporary audience in engaging personally and critically with a Shakespearean play demonstrated through articulated responses evidenced with 2-3 textual references. Student responses will be well organised in their delivery.

B range – a student:

* displays an understanding of cultural, belief and/or value challenges as outlined in the texts facing a contemporary audience in engaging personally and critically with a Shakespearean play demonstrated through responses evidenced with 1-2 textual references. Student responses will be organised in their delivery.

C range - a student:

* displays an understanding of predictable challenges facing a contemporary audience in engaging personally and/or critically with a Shakespearean play demonstrated through responses with no evidence or textual references. Student responses will be unevenly organised in their delivery.

### Resource four – Socratic questioning

Explore this online. Here are some questions for ‘conceptual clarification’:

* Why are you saying that?
* What exactly does this mean?
* How does this relate to what we have been talking about?
* What is the nature of …?
* What do we already know about this?
* Can you give me an example?
* Are you saying … or …?
* Can you rephrase that?