

In order to engage students in critical agency, and to empower them to have this agency, students will work with the syllabus objectives (success criteria) in most lessons and across the unit. Students should be comfortable with learning and assessment objectives and know how they are going to demonstrate them in the formal assessment. Teachers will use the language of the success criteria with students when completing activities (particularly practice writing activities) and will ask students to measure their own learning against the established success criteria. While this may have been done implicitly in the past, it is important that this is done explicitly as the school transitions to a new curriculum and assessment model where external assessment is a test of the syllabus objectives. The aim is to empower students to think differently about *how* they are learning and writing – the idea being that students shouldn’t just rote learn an essay structure, rather they should be able to make decisions about how to best manipulate their work to meet the success criteria.

Activities may also involve:

- Students ‘translating’ success criteria to student-friendly accessible language
- Assessing peer work or previous students’ work using all or part of the success criteria (reflection of what made it successful or not will be important)
- Students re-drafting work done previously in the unit after they or a peer has assessed it with success criteria
- Students reflecting how they are meeting/will meet success criteria based on their work – this could be for a student or teacher audience.






Student engagement with these may also look like levels of expected achievement in lessons – e.g. Learning goals for each lesson aligned with objectives. These may sometimes be categorised to let students know or assess their understanding. Levels of achievement can be shown at the start of the lesson and assessed at the end e.g. All students will ... Some students may... A few students might...

The opening of the unit will orientate students to the objectives and how they will engage with them on their own throughout the unit (Homework, pair and share activities etc.)

To engage with the new syllabus (to prepare teachers) as well as to enhance student understanding of objectives, students will use the glossary from Draft 3 of the Senior English Syllabus to explore the cognitive skills such as analyse, manipulate, audience, comment etc. Knowing the definitions of these words in the syllabus will help students to understand example and test questions on a deeper level and ensure they have the agency to know what markers are looking for, as well as what success will look like. Again, the hope is that it will also help them to engage with the criteria in different ways and make more selective content and language choices in their own work. There are some discrepancies with words in the glossary (e.g. evaluation not used) so teacher judgment will be employed for these.


Week	Lesson	Activities	Objectives	Resources	Homework
Term 1	Week 10	Watch Film		Film	
Week 1	1	Which of you is a witch – is there honour in the honour code – make connections and ask for students to make connections to how this connects to the play http://www.thirteen.org/edonline/ntti/resources/lessons/		PPT: Background Puritan Values & The Crucible ppt	H/W find parallel modern day and a few sentences. Submit these to o

Author
Comment [1]: Engage with students own background knowledge and understanding of moral codes. Connecting to own sense of integrity (major theme) and connecting to understanding of girls in the play

		<p>witch/c.html</p> <p>Context – Salem/Witch trials etc.</p>		 Puritan Values and The Crucible.pptx  Witchcraft.pptx Salem witch trials online resources – witchcraft  Salem Witch Trials online resources.do	<p>class discussion forum. Be prepared to discuss these with class.</p>
2		<p>Context – McCarthyism etc.</p> <p>Activity to solidify context and plot - quiz questions</p> <p>Use http://ed.ted.com/lessons/what-is-mccarthyism-and-how-did-it-happen-ellen-schrecker but modify to have additional questions about relation to <i>Crucible</i> plot (based on viewing of film) – discuss that this video was recently made – theorise why this might be given current climate to make real world connections</p> <p>Introduce themes: Jigsaw activity to teach each other about themes. – Worksheets for expert and heterogeneous groups to complete to keep on task and to help students ask questions of their experts.</p> <p>Follow up themes on PPT to fill in any gaps from student presentations</p>	<ul style="list-style-type: none"> select, sequence and organise subject matter to support opinions and perspectives establish roles of the writer/speaker/signer and relationships with audiences. 	<p>PPT: Background Videos on Modern Hysteria</p>  Bush truth WMD.mp4  The Falling trailer.mp4 <p>Notes on themes with questions for homogenous groups. Questions for heterogeneous groups Video. PPT</p> <p>Butcher paper</p>	



Author
Comment [2]: Real world connection and relevance – prompt students to look at political hysteria (overseas and in Aus)

Author
Comment [3]: Ownership of knowledge – test their own agency as well as asks them to be critical of others and seek further clarification if ‘expert’ student doesn’t provide enough detail for worksheets

		Between lessons – set up butchers paper with 'wall writing' for themes to be added to as the play is read – one ream of paper per theme			
3	Act 1 – read/complete/booklet	<ul style="list-style-type: none"> select, sequence and organise subject matter to support opinions and perspectives use and evaluate ideas, attitudes and values that underpin texts and influence audiences 	<p>Play. Booklet handout</p>  <p>TheCrucibleBookmarksReadingQuestion</p>	<p>Discussion forum activity to be completed by Monday next week. (Select one of the following quotes and analyse for characterisation.)</p> <ol style="list-style-type: none"> The reader is positioned to dislike Abigail. Select a quote from the commentary and explain. The reader is positioned to like John Proctor. Select one quote from the commentary and explain. Challenge students to integrate the quote. Students must comment on another post. Stating whether or not they agree, provide another quote to back up their response (must be different from their personal 	

Author
Comment [4]: New syllabus – asks for depth of understanding for each section of the play – students choose own quotations, look critically at text to answer questions and extend skills/knowledge through vocabulary builders.

Author
Comment [5]: Prepares students for tertiary – also asks students to think critically about their own work before posting and critically of others afterwards.




					response). Create extended vocabulary list.
	4	Act 1 – read/complete/booklet In pairs: Paragraph writing to pre-check knowledge of structure: Students must arrange sections of paragraph in order. Students are advised that not all sections must go into paragraph (promoting critical agency).	<ul style="list-style-type: none"> use genre patterns and conventions to achieve particular purposes select, sequence and organise subject matter to support opinions and perspectives 	Play. Booklet handout.	Cause and effect organiser handout  Cause and Effect organiser.doc  Cause and Effect organiser Teacher cc
Week 2	1	Go through Act 1 booklet. Act 2 – read - booklet		Play. Booklet	
	2	Act 2 read – booklet	<ul style="list-style-type: none"> select, sequence and organise subject matter to support opinions and perspectives use and evaluate ideas, attitudes and values that underpin texts and influence audiences 	Play. Booklet	//Potentially// Watch analysis video and answer questions

Author
Comment [6]: Students engage with each other online (real world/university world application). Allows students to be critical of one another.

Author
Comment [8]: Low risk creative thinking. Alternative means of engaging with what has been learnt

Author
Comment [7]: New syllabus links – focus on skills development and working on skills that have already been used throughout the year – also cognisant of what learners bring to the task






Author
Comment [9]: Learning in different ways – alternative form of communicating ideas (content) to students. Reflective of the ways students learn in the real world

3		<p>Cut up pieces of paper to resemble Miller's representation of the theme from Act 2 (students will pin these shapes on Butcher paper around the room). Students justify shape to each other. Paper must be large enough to write a quote (for theme) and analyse Miller's treatment of this theme (students quote selection and analysis must show how the theme is important).</p>	<ul style="list-style-type: none"> • use and evaluate ideas, attitudes and values that underpin texts and influence audiences • create and evaluate perspectives and representations of concepts, identities, times and places in texts 	<p>Play. Paper, scissors.</p>	
4		<p>Turn 'Framing Your Thesis' into a video and do activities on Edpuzzle Thesis writing/teaching – follow up with 5 minute starters 2-3 lessons next week</p>	<ul style="list-style-type: none"> • use genre patterns and conventions to achieve particular purposes • use mode-appropriate features to achieve particular purposes. 	<p>Framing Your Thesis Video?  A Great Do in'.docx</p>	
5		<p>Students write thesis at beginning of lesson. Introduction teaching: Word Docs. Practice in class. Timed practice for a variety of "questions". Students will fix previous years introductions.</p>	<ul style="list-style-type: none"> • use genre patterns and conventions to achieve particular purposes • use grammar and language structures for particular purposes • use cohesive devices to develop ideas and connect parts of texts 	<p>Introduction Word Docs.  Crucible Intro.docx  Crucible Intro Annotated.docx</p>	<p>Weekend Homework – Content video – analysis/themes/ techniques → use EdPuzzle questions for formative assessment of understanding</p>

Author
Comment [10]: Learning in different ways. Creative agency – imagination etc
Critical agency/thinking in the reasoning aspect of this activity



Author
Comment [11]: New syllabus: unsupported practise – short practises in non-threatening environment. Working on building and enhancing skills across time.


Author
Comment [12]: Skills building

Week 3	1	<p>Paragraph writing/teaching Show example of good integrated quotation paragraph based on discussion forum homework.</p> <p>Students must edit previous paragraph from week 1.</p> <p>Teach topic sentences for body paragraphs</p> <p>If time, read Act 3 – read – booklet</p>	<ul style="list-style-type: none"> • use grammar and language structures for particular purposes • use cohesive devices to develop ideas and connect parts of texts • use vocabulary for particular purposes • use mode-appropriate features to achieve particular purposes. 	<p>What so what document?</p> <p> Incorporating quotations.docx</p> <p> Hale and Personal Integrity.docx</p> <p> Sample essay paragraph broken d</p> <p> Topic Sentences.docx</p>	<p>Discussion forum to be completed before Monday next week – Write an intro for one of the following statements:</p> <ol style="list-style-type: none"> 1. Miller represents Puritan justice as flawed. 2. Diabolism is used as a tool of control in <i>The Crucible</i>. 3. Analyse the importance of personal integrity in the play.
	2	<p>5 minute thesis writing</p> <p>Act 3 – read</p>			Booklet
	3	<p>Act 3 – read</p> <p>Character map activity – give students character map – note to students that this version is helpful but confusing. Work in small groups to create a better designed map and present to class/pin up</p>	<ul style="list-style-type: none"> • use genre patterns and conventions to achieve particular purposes • select, sequence and organise subject matter to support opinions and perspectives • establish roles of the writer/speaker/signer and relationships with 	<p> character map jumbled.docx</p>	




Author
Comment [13]: Applying new ideas. Being critical of own work

Author
Comment [14]: Creative agency – students are transforming and creating own maps. Also need to be critical of own ideas in testing what works and doesn't work. By writing in relationships it asks students to engage with the text in new ways.

			audiences.		
	4	5 minute thesis writing Character work – Sympathetic/unsympathetic characters. Groups decide who is and isn't sympathetic – need to have proper reasoning that is presented to the class	<ul style="list-style-type: none"> use and evaluate ideas, attitudes and values that underpin texts and influence audiences create and evaluate perspectives and representations of concepts, identities, times and places in texts use aesthetic features to achieve purposes and evaluate their effects in texts. 	 Sympathetic Unsympathetic char:  Sympathetic Unsympathetic char:	Weekend Homework – Complete sympathetic and unsympathetic character work.
Week 4	1	Act 4 – read – booklet	<ul style="list-style-type: none"> select, sequence and organise subject matter to support opinions and perspectives use and evaluate ideas, attitudes and values that underpin texts and influence audiences 		Discussion forum to be completed before Monday next week. Students select from the following quotes and analyse. <ol style="list-style-type: none"> How does John Proctor change from the beginning to the end of the play? How does Hale change from the beginning to the end of the play? How does Elizabeth Proctor change from

					the beginning till now?
2	Act 4 – read – booklet Trial – preparation lesson: Class will be split in two. Two trials, other half of students act as jury.	<ul style="list-style-type: none"> select, sequence and organise subject matter to support opinions and perspectives 	Mock trial handout.  Mock Trial.doc		
3	Trial – preparation lesson	<ul style="list-style-type: none"> select, sequence and organise subject matter to support opinions and perspectives 	Mock trial handout.		
4	Trial – presentation lesson Survey to follow up.	<ul style="list-style-type: none"> select, sequence and organise subject matter to support opinions and perspectives use and evaluate ideas, attitudes and values that underpin texts and influence audiences create and evaluate perspectives and representations of concepts, identities, times and places in texts 	Costumes and props (from History department).		
5	Review of what so what (paragraph structure). Peer review paragraph from lesson 1 week 4.		What so what document.		




Author
Comment [15]: Creative/critical agency in decisions made and in representation of characters.
 Real world – collaboration
 Applying knowledge in different ways.
 Multiple means of engagement/different means

				 What so what worksheet COMMUI  What so what worksheet PERSON/	
Week 5	1	Socratic seminar: teach. Assign each student a character. Students spend lesson researching their character.	<ul style="list-style-type: none"> select, sequence and organise subject matter to support opinions and perspectives create and evaluate perspectives and representations of concepts, identities, times and places in texts 	Play.  Socratic Seminar.docx	Introduce discussion forum to be completed before Monday next week
	2	Socratic seminar.	<ul style="list-style-type: none"> establish roles of the writer/speaker/signer and relationships with audiences. use vocabulary for particular purposes use mode-appropriate features to achieve particular purposes. 	Play	
	3	Combination notes – read content info about themes – write notes and draw images to represent what is learnt	<ul style="list-style-type: none"> use and evaluate ideas, attitudes and values that underpin texts 	Paper.	Frayer model for theme

Author
Comment [16]: Critical agency – student run

Author
Comment [17]: Multiple means of engagement – visual/drawing element, reading and transcribing
 Creative agency



Author
Comment [18]: Multiple means of engagement with work already done – asks students to have some creativity in representations

			and influence audiences		 Frayer model themes.docx
	4	Literary devices on ppt. Individually find quotations that contain devices? Crucible quotations activity - ticking	<ul style="list-style-type: none"> • use aesthetic features to achieve purposes and evaluate their effects in texts. • use and evaluate ideas, attitudes and values that underpin texts and influence audiences • create and evaluate perspectives and representations of concepts, identities, times and places in texts 	PPT  Literary features.pptx Crucible quote handout	Students write practice paragraph on the question, 'How does Miller represent the theme of...?' selecting quote and analysing with literary device.
Week 6	1	How to write conclusions (extrapolation sentences).	<ul style="list-style-type: none"> • use genre patterns and conventions to achieve particular purposes • use grammar and language structures for particular purposes • use cohesive devices to develop ideas and connect parts of texts • use vocabulary 	 Crucible Conclusion.docx	Practice writing conclusions. Post discussion forum.

Author
Comment [19]: Potentially new curriculum readiness. Being able to identify own quotations and comment on their usefulness

Author
Comment [20]: Potentially new curriculum readiness. Being able to use quotations set by others and judge their value

Author
Comment [21]: New curriculum readiness – skills building and practise

			for particular purposes <ul style="list-style-type: none"> • use mode-appropriate features to achieve particular purposes. 		
	2	Structure work: how to connect each section of the essay.	<ul style="list-style-type: none"> • use genre patterns and conventions to achieve particular purposes • use grammar and language structures for particular purposes • use cohesive devices to develop ideas and connect parts of texts • use vocabulary for particular purposes • use mode-appropriate features to achieve particular purposes. 	 Essay Writing .ppt	
	3	Practice Exam in lesson.			
	4	Content review, games. Quotations gallery walk: Teacher places quotes around classroom. Students will walk around in groups to share and respond to ideas and quotations, place sticky notes labelling each with a theme/brief analysis – comment on other students analysis – is it useful? Is it detailed? Is it clear?		Butcher paper. Sticky notes.  Crossible.docx	Find quotes for each theme to bring to lesson.
	5	Practice in class with quotes provided by students. Teacher will discuss what makes a good quote.			

Author
Comment [22]: Critical agency – asking students to be critical of their own and others ideas.

School B "The Crucible" Unit plan - 2017

Week 7	1	Provide practice exam with feedback Recap week/feedback/reteaching – ALL WEEK			
	2	Timed practices and proofreading			
	3	Student judgment about what they feel they need to revise – share with class – see if others can 'fill in the blanks' for them			
	4	Teacher judgment about what is most appropriate for students to revise			