



Persuasion teaching pack

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1. Introduction for Teachers

This resource provides a complete, flexible unit designed for Years 9–12, with a focus on maturity, regret, second chances, and moral growth.

Included are:

- Big Ideas and theme frameworks
- Contextual and historical resources
- Chapter summary cards
- Character studies
- Creative, analytical, and AI-era learning tasks
- Assessment tasks with rubrics

2. Big Ideas Overview – Full Teacher & Student Versions

BIG IDEA 1 — Persuasion, Regret & Second Chances

CENTRAL QUESTION:

Can people grow beyond past mistakes?

KEY IDEAS:

- Regret can lead to wisdom or paralysis
- True persuasion respects integrity
- Anne Elliot embodies moral constancy

STUDENT VERSION:

Anne learns to trust her own judgment and value.

CLASS ACTIVITY:

Identify a moment where Anne resists persuasion.

BIG IDEA 2 — Love, Time & Emotional Maturity

CENTRAL QUESTION:

How does love change over time?

KEY IDEAS:

- Love deepens through patience and endurance
- Contrast youthful romance with mature attachment

BIG IDEA 3 — Rank, Vanity & Social Decline

CENTRAL QUESTION:

What happens when status is valued over substance?

KEY IDEAS:



- Sir Walter's obsession with rank
- Naval merit vs inherited status

BIG IDEA 4 — Voice, Silence & Female Agency

CENTRAL QUESTION:

How does Anne reclaim her voice?

BIG IDEA 5 — Constancy vs Inconstancy

CENTRAL QUESTION:

What makes a person truly constant?

3. Historical & Social Context Pack

CONTEXT OVERVIEW:

Persuasion reflects late Regency England, highlighting social change.

KEY CONTEXTS:

- The rise of the Navy
- Decline of the landed aristocracy
- Women's economic vulnerability
- Reputation and marriage

STUDENT TASK:

Explain why naval officers are portrayed positively.

4. Chapter Summary Cards (Chapters 1–24)

Each chapter card includes:

- Brief summary
- Key quotation
- Discussion question
- Short classroom activity

Teachers may assign cards weekly or use them for revision.

Chapter 1

Summary:

Sir Walter Elliot reviews the Baronetage, revealing his vanity and obsession with rank. Financial mismanagement forces the family to leave Kellynch Hall, setting up themes of social decline and misplaced pride.

Key Quote:

"Vanity was the beginning and the end of Sir Walter Elliot's character."



Discussion:

How does Austen immediately position Sir Walter as a flawed authority figure?

Activity:

Create a character profile highlighting Sir Walter's values.

Chapter 2

Summary:

Lady Russell advises economy but is persuaded by Sir Walter to rent Kellynch to Admiral Croft. Anne quietly supports the decision, showing her sound judgment.

Key Quote:

"She had been forced into prudence in her youth."

Discussion:

Why is Anne's advice overlooked?

Activity:

Identify moments where persuasion overrides logic.

Chapter 3

Summary:

The Crofts take possession of Kellynch. Anne learns Captain Wentworth may return, reviving past emotions.

Key Quote:

"She was trembling, agitated, happy, miserable."

Discussion:

How does memory shape Anne's emotional response?

Activity:

Write Anne's internal monologue on hearing Wentworth's name.

Chapter 4

Summary:

Anne recalls her broken engagement to Wentworth, influenced by Lady Russell's advice. Regret and lost opportunity are central.

Key Quote:

"She had been forced into prudence."

Discussion:

Was Lady Russell's advice justified?

Activity:

Debate: prudence vs passion.



Chapter 5

Summary:

Anne visits Upper Seymour Street and reconnects with her sister Mary, who is self-absorbed and dramatic.

Key Quote:

“Mary had no feelings but of the anxious and irritable sort.”

Discussion:

How does Mary contrast with Anne?

Activity:

Create a comparison table of the sisters.

Chapter 6

Summary:

Anne meets Captain Wentworth again. His polite coldness underscores unresolved pain.

Key Quote:

“Her manner was quiet, her voice low.”

Discussion:

How does restraint convey emotion here?

Activity:

Rewrite the meeting with added subtext.

Chapter 7

Summary:

Wentworth socialises with the Musgroves, praising Louisa’s firmness. Anne observes quietly.

Key Quote:

“A mind of usefulness and ingenuity.”

Discussion:

Why does Wentworth admire Louisa?

Activity:

Chart Wentworth’s emotional defences.

Chapter 8

Summary:

A dinner highlights Anne’s isolation and emotional maturity. Wentworth’s resentment remains evident.

Key Quote:

“She had been forced into prudence in her youth.”



Discussion:

How does silence function as power?

Activity:

Annotate a scene for unspoken tension.

Chapter 9

Summary:

Wentworth continues to engage Louisa, while Anne supports others selflessly.

Key Quote:

“She was tenderness itself.”

Discussion:

How does Anne demonstrate constancy?

Activity:

Identify acts of emotional labour.

Chapter 10

Summary:

At a walk to Winthrop, Wentworth’s words indirectly criticise Anne’s past decision.

Key Quote:

“He had not forgiven Anne Elliot.”

Discussion:

What motivates Wentworth’s bitterness?

Activity:

Roleplay the walk with altered outcomes.

Chapter 11

Summary:

Louisa’s fall at Lyme causes crisis. Anne’s calm leadership stands out.

Key Quote:

“Anne was tenderness itself.”

Discussion:

How does the accident shift perceptions?

Activity:

Write a news report of the incident.

Chapter 12



Summary:

Captain Benwick mourns his fiancée; Anne consoles him through shared literary feeling.

Key Quote:

“The powerful solace of poetry.”

Discussion:

Why is Anne uniquely effective here?

Activity:

Discuss literature as emotional support.

Chapter 13

Summary:

Wentworth begins to notice Anne’s value anew after Lyme.

Key Quote:

“She was an object too much beloved.”

Discussion:

What causes Wentworth’s perspective to change?

Activity:

Trace this shift with evidence.

Chapter 14

Summary:

The Elliots move to Bath. Social performances resume.

Key Quote:

“It was all nothing but parade.”

Discussion:

How does Bath reflect superficiality?

Activity:

Create a setting symbolism chart.

Chapter 15

Summary:

Anne reunites with old acquaintances and remains emotionally steady.

Key Quote:

“She was glad to be in motion.”

Discussion:

How does movement mirror internal change?



Activity:
Short reflection task.

Chapter 16

Summary:
Anne meets Mr Elliot, whose charm conceals self-interest.

Key Quote:
“He was looking remarkably well.”

Discussion:
What clues hint at his duplicity?

Activity:
Predict Mr Elliot’s motives.

Chapter 17

Summary:
Mrs Smith reveals Mr Elliot’s true nature to Anne.

Key Quote:
“A character of duplicity.”

Discussion:
Why does Anne believe Mrs Smith?

Activity:
Evaluate narrative trust.

Chapter 18

Summary:
Wentworth’s jealousy surfaces as he believes Anne may marry Mr Elliot.

Key Quote:
“He was impatient, restless.”

Discussion:
How does jealousy expose vulnerability?

Activity:
Rewrite Wentworth’s thoughts.

Chapter 19

Summary:
Anne and Wentworth debate constancy in love.



Key Quote:

“All the privilege I claim for my own sex...”

Discussion:

What argument does Anne win here?

Activity:

Close reading of the speech.

Chapter 20

Summary:

Wentworth writes his letter declaring enduring love.

Key Quote:

“You pierce my soul.”

Discussion:

Why is this letter pivotal?

Activity:

Analyse language and tone.

Chapter 21

Summary:

Misunderstandings clear; Anne and Wentworth reconcile.

Key Quote:

“She was trembling, but she commanded herself.”

Discussion:

How does restraint heighten emotion?

Activity:

Map emotional resolution.

Chapter 22

Summary:

Lady Russell accepts the engagement, recognising Anne’s judgment.

Key Quote:

“She was happy.”

Discussion:

What growth does Lady Russell show?

Activity:

Reflect on authority and humility.



Chapter 23

Summary:

The marriage plans proceed amid social shifts.

Key Quote:

“The union, the result of so many privations.”

Discussion:

What values does this marriage affirm?

Activity:

Compare to another Austen ending.

Chapter 24

Summary:

The novel concludes with a hopeful future rooted in mutual respect.

Key Quote:

“She gloried in being a sailor’s wife.”

Discussion:

How does Austen redefine status?

Activity:

Write an epilogue scene.

5. Theme Pathways

Themes include:

- Persuasion & Autonomy
- Love & Second Chances
- Rank, Class & Merit
- Memory & Regret
- Gender & Voice

Each theme includes teacher notes, student worksheets, and extension activities.

6. Character Packs

KEY CHARACTERS:

Anne Elliot:

- Intelligent, principled, emotionally resilient
- Represents moral growth and constancy



Captain Wentworth:

- Proud, wounded, capable of growth

Sir Walter Elliot:

- Vain, status-obsessed, morally shallow

Louisa Musgrove:

- Impulsive, romantic, cautionary contrast to Anne

7. Creative, Drama, AI & Higher-Order Thinking Tasks

CREATIVE TASKS:

1. Anne's inner monologue after rejecting Wentworth
2. Rewrite the letter scene as a modern message

DRAMA TASKS:

1. Freeze-frame: Lyme accident
2. Roleplay: Anne vs Lady Russell

AI-ERA TASKS:

1. Critique an AI summary of Anne's character
2. Generate and evaluate an AI personality profile



8. Assessment Tasks, Rubrics & Revision Tools

ANALYTICAL ESSAY OPTIONS:

- A. How does Austen explore constancy in *Persuasion* ?
- B. Discuss the role of regret and growth.
- C. Compare Anne Elliot and Elizabeth Bennet.

CREATIVE RESPONSE:

Rewrite a key scene from Wentworth's perspective.

Multimodal Task:

Explore social change in *Persuasion*.

9. Persuasion Assessment Tasks & Rubrics

Mapped to NSW HSC, VCE (Victoria), and IB DP Language A: Literature standards.

These rubrics are designed to be:

- Persuasion-specific (themes, techniques, and textual demands)
- Transferable across senior curricula (NSW HSC / VCE / IB)
- Easy to moderate (clear descriptors and evidence expectations)

Teachers can copy the 'Criteria' column into department templates and select the mapping notes relevant to their course.

Curriculum mapping overview

Curriculum	Where it fits	Primary skills assessed	Notes for Persuasion
NSW HSC (English Advanced / Standard)	Common Module + Texts & Human Experiences / Close Study / Craft of Writing (adaptable)	Analysis, evaluation, textual evidence, sustained argument, composition for purpose/audience	Strong fit for memory/regret, integrity, social change, voice/silence, context & values.
VCE English (Units 3–4)	Section A (Text Response) + Section B (Argument Analysis) + Creative response (school-based)	Interpretation, close analysis, authorial choices, coherent expression, text-based evidence	Supports high-level discussion of narrative irony, free indirect style, character contrast, values.
IB DP Language A: Literature	Paper 1 (unseen analysis) skill-building + Paper 2 (comparative essay) + Individual Oral preparation	Literary analysis, interpretation, comparison, global issues, organisation, language control	Excellent for global issues: gender agency, social hierarchy, economic insecurity, merit vs birth.

**Rubric 1: Analytical Essay (Persuasion)**

Task (example): Write an analytical essay responding to one of the following:

- A) 'Persuasion is a novel of moral courage.' Discuss.
- B) How does Austen explore constancy and change?
- C) Evaluate the role of social rank and merit in shaping relationships.

Suggested length: 900–1200 words (adjust to course).

<i>Criteria</i>	<i>A / High</i>	<i>B / Sound</i>	<i>C / Developing</i>	<i>D / Limited</i>
Thesis & conceptual insight	Sophisticated, arguable thesis; sustained conceptual control (regret/constancy/agency/merit) with original insight.	Clear thesis; consistent conceptual focus with some complexity.	General thesis; ideas mostly descriptive; limited conceptual depth.	Unclear or absent thesis; minimal conceptual understanding.
Textual analysis (techniques & form)	Perceptive analysis of Austen's craft (irony, free indirect discourse, narrative perspective, dialogue, symbolism) and its effects.	Explains techniques and links to meaning; some discussion of form/perspective.	Identifies techniques with limited explanation; links to meaning are weak.	Little or inaccurate technique discussion; retells plot.
Evidence & integration	Well-chosen quotations and precise references; seamlessly integrated and analysed.	Relevant evidence used and usually explained; mostly integrated.	Some evidence but uneven relevance; tends to drop quotes with little analysis.	Minimal/incorrect evidence; unsupported claims.
Structure & cohesion	Elegant, logical structure; purposeful paragraphing; strong topic sentences and linking.	Clear structure; generally coherent paragraphs and linking.	Some structure but repetitive/unclear sequencing; weak links.	Disorganised; difficult to follow.
Language & academic expression	Highly controlled, fluent, precise; strong critical vocabulary and sentence control.	Clear expression with some sophistication; minor lapses.	Simple expression; frequent awkwardness or errors.	Persistent errors impede meaning.

**Rubric 2: Comparative Essay (Persuasion + another Austen text)**

Task (example): Compare how Austen represents female agency and social pressure in *Persuasion* and *Pride and Prejudice*.

Suggested length: 1000–1400 words (or exam conditions).

<i>Criteria</i>	<i>A / High</i>	<i>B / Sound</i>	<i>C / Developing</i>	<i>D / Limited</i>
Comparative thesis & line of argument	Compelling comparative thesis; insights across both texts drive every paragraph; avoids 'text-by-text' listing.	Clear comparative thesis; mostly sustained comparison.	Some comparison but often separate treatment; thesis is general.	Little comparison; largely summary or one-text focus.
Comparative analysis & interpretation	Sharp comparisons of character arcs (Anne/Elizabeth), values, contexts, and Austen's methods; nuanced differences.	Relevant comparisons with some nuance; occasional generalisation.	Basic similarities/differences; limited depth and specificity.	Superficial or inaccurate comparisons.
Evidence from both texts	Balanced, precise evidence from both; quotes and moments selected to *prove* comparison.	Evidence from both texts; balance mostly maintained.	Evidence uneven; one text dominates; limited quote use.	Minimal evidence; vague references.
Organisation of comparison	Purposeful comparative structure (theme/idea/technique) with strong signposting and synthesis.	Clear organisation; some synthesis; signposting adequate.	Inconsistent organisation; comparison feels forced or repetitive.	Disorganised; comparison unclear.
Expression & control	Highly controlled language; confident evaluative voice; accurate terminology.	Clear language; mostly accurate terminology.	Errors and unclear phrasing; limited critical vocabulary.	Frequent errors impede meaning.

**Rubric 3: Creative Response + Reflection**

Task (example): Create a missing scene OR a first-person piece (Anne's journal, Wentworth's unsent letter, Lady Russell's confession).

Include a 250–400 word reflection explaining your craft choices and how they connect to Austen's methods and themes.

Suggested length: Creative 800–1200 words + reflection.

<i>Criteria</i>	<i>A / High</i>	<i>B / Sound</i>	<i>C / Developing</i>	<i>D / Limited</i>
Authentic voice & characterisation	Convincing Austenian voice and tone; Anne/Wentworth/Lady Russell rendered with psychological realism.	Mostly consistent voice; characters credible with minor slips.	Voice inconsistently maintained; characters simplified.	Voice not sustained; characters inaccurate or generic.
Craft & composition choices	Purposeful structural and stylistic choices (letter, diary, scene, interior monologue); strong control of pacing and subtext.	Clear structure; some effective craft choices.	Basic structure; limited craft control; tells rather than shows.	Weak structure; little control of craft.
Thematic alignment to Persuasion	Deep engagement with central concerns (regret, constancy, agency, merit); adds new insight without contradicting the novel's values.	Engages relevant themes; generally faithful to the novel.	Themes present but surface-level; occasional inconsistency.	Limited thematic connection; contradicts key values/logic of the text.
Reflection / rationale (meta-awareness)	Insightful reflection explaining choices with references to the novel's techniques and contexts; evaluates effectiveness.	Explains choices with some reference to the novel; some evaluation.	Describes choices; limited connection to the text or technique.	Minimal reflection; lacks explanation.
Language control & accuracy	Highly controlled language; purposeful style; accurate mechanics.	Clear language; minor errors.	Frequent errors; meaning mostly clear.	Errors impede meaning.

**Rubric 4: Multimodal / Oral Presentation (3–6 minutes)**

Task (example): Create a short presentation exploring how Austen represents social change through the Navy and the decline of inherited status.

Include at least two quoted moments and explain **how** Austen's choices create meaning.

IB support note: This rubric aligns with skills needed for the IB Individual Oral (extract selection, line-by-line analysis, global issue framing).

<i>Criteria</i>	<i>A / High</i>	<i>B / Sound</i>	<i>C / Developing</i>	<i>D / Limited</i>
Message & conceptual clarity	Compelling central claim; strong conceptual control (e.g., social decline, gendered voice, merit vs birth).	Clear central claim; mostly sustained conceptual focus.	General message; focus drifts or becomes descriptive.	Unclear message; mostly summary.
Textual selection & analysis	Well-chosen passages/episodes; analysis of language and form is precise and persuasive.	Relevant selections; analysis generally sound.	Selections somewhat relevant; analysis basic.	Selections unclear; minimal analysis.
Organisation & delivery	Excellent structure; confident delivery; time controlled; effective emphasis and audience engagement.	Clear structure and delivery; mostly within time.	Some structure; delivery uneven; timing issues.	Disorganised; delivery impedes meaning.
Multimodal elements / supporting materials	Visual/audio elements strengthen analysis (not decorative); integrated and referenced.	Supporting materials relevant; partially integrated.	Supporting materials basic; loosely connected.	Little or no effective support.
Language & register	Highly controlled language; appropriate academic register; accurate terminology.	Mostly controlled language; minor lapses.	Simple language; frequent lapses or informality.	Frequent errors impede meaning.



Curriculum-specific tailoring notes

NSW HSC (English Advanced / Standard)

- Use the Analytical Essay rubric for Common Module-style questions by framing concepts as 'human experiences' (e.g., regret, moral courage, resilience, belonging, integrity).
- Emphasise: conceptual thesis, textual integrity, and strong evidence integration.
- For Craft of Writing / imaginative tasks, use the Creative Response + Reflection rubric with a tight reflection scaffold.

VCE English (Units 3–4)

- For Section A Text Response, prioritise: contention, close analysis of authorial choices, and sustained interpretation.
- Encourage explicit technique language (narrative perspective, irony, contrast, motif) to hit high-band descriptors.
- For school-based creative tasks (common in many VCE programs), use the Creative + Reflection rubric and assess 'textual control' and 'purposeful choices'.

IB DP Language A: Literature

- For Paper 2, use the Comparative Essay rubric; require comparative structure by theme/technique.
- For IO skill-building, use the Multimodal/Oral rubric but add: a stated global issue and a clear rationale for extract choice.
- Encourage micro-analysis (diction, syntax, tone shifts) alongside macro concepts (values, social structures).

Persuasion-specific grade boundary guide (quick reference)

High-band responses typically:

- Treat *Persuasion* as a novel of ideas *and* technique, not just plot
- Use 'constancy', 'persuasion', 'agency', 'merit', 'status performance', 'voice/silence', 'memory' as conceptual anchors
- Analyse Austen's methods (irony, free indirect discourse, narrative distance, contrast pairs) with precision
- Maintain a confident evaluative voice and integrate evidence naturally