



Didactic guide (Teacher)

For 3rd and 4th E.S.O. students



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The Miller's Daughter – Teacher's Guide

Target Group: 3rd and 4th ESO (Ages 14–16)

Subject: English as a Foreign Language

This guide includes 8 educational activities connected to the play *The Miller's Daughter*:

- **4 activities before attending the play**
- **4 activities after attending the play**

These tasks are aligned with the LOMLOE curriculum in Andalusia and are designed to strengthen students' advanced communicative competence, critical thinking, emotional expression, and cultural awareness in English.

Key Competencies from LOMLOE

- **CE1** Understand and interpret complex oral and written texts
- **CE2** Produce coherent and creative spoken and written messages in various formats
- **CE3** Participate actively in respectful and structured communicative situations
- **CE6** Reflect on emotional and cultural values using language and literary references

Before the Play – Activities Overview

B

These pre-play activities are designed to provoke critical reflection, build thematic vocabulary, and stimulate analytical thinking around the symbolic elements of the title, characters, and setting. They do not assume any prior knowledge of the plot.

After the Play – Activities Overview

A

These tasks allow students to go beyond surface-level comprehension. They will interpret meaning, evaluate character choices, reflect on ethical implications, and creatively reimagine scenes. Activities are integrated, open-ended, and designed to foster maturity of thought and linguistic flexibility.



The 8 Activities

1. Exploring the Metaphor (Before)

B

- **Objective:** Explore the metaphorical weight of the title and hypothesize about the play's themes
- **Skills:** Abstract reasoning, reading, writing, oral expression
- **Method:** Individual reflection + peer discussion
- **Materials:** Worksheet with guided questions
- **LOMLOE Links:** CE1, CE2, CE3, CE6

2. Character Web – Psychological Profiles (Before)

- **Objective:** Construct psychological portraits and relationships using deduction and creative thinking
- **Skills:** Vocabulary, interpretation, visual mapping
- **Method:** Group brainstorming + mind map
- **Materials:** Worksheet with traits and connection prompts
- **LOMLOE Links:** CE1, CE2, CE6

3. Word Power – Collocations & Context (Before)

- **Objective:** Work with complex vocabulary from the play, focusing on collocations and idiomatic context
- **Skills:** Vocabulary depth, word formation, semantic flexibility
- **Method:** Word-matching, gap-fill, sentence creation
- **Materials:** Vocabulary worksheet with examples and activities
- **LOMLOE Links:** CE1, CE2, CE3

4. Cultural Mirror – Lie, Power and Class (Before)

- **Objective:** Connect play elements to broader social themes: truth, ambition, power and status
- **Skills:** Critical discussion, argumentation, cultural reflection
- **Method:** Think-pair-share or group debate
- **Materials:** Discussion guide with quotes and open questions
- **LOMLOE Links:** CE2, CE3, CE6



5. Quote & Subtext – Hidden Meanings (After)

- **Objective:** Analyse quotes for implied meaning, tone and emotional resonance
- **Skills:** Reading comprehension, inference, emotional analysis
- **Method:** Group discussion + short written interpretation
- **Materials:** Worksheet with selected quotes
- **LOMLOE Links:** CE1, CE2, CE6

6. The Trial of Ivy – Ethical Roleplay (After)

- **Objective:** Hold a mock trial to evaluate Ivy's choices from multiple perspectives
- **Skills:** Argumentation, empathy, structured speech
- **Method:** Structured debate in role (judge, defence, witness...)
- **Materials:** Role cards and trial flow worksheet
- **LOMLOE Links:** CE2, CE3, CE6

7. Rewriting Power – Symbolism and Final Twist (After)

- **Objective:** Create a new ending or monologue from a symbolic or alternative power angle
- **Skills:** Narrative writing, creativity, perspective taking
- **Method:** Independent or group creative task
- **Materials:** Writing guide with thematic prompts
- **LOMLOE Links:** CE2, CE6

8. The Message Map – Visual Mind Map & Debate (After)

- **Objective:** Summarize and challenge the play's messages through visual mapping and open debate
- **Skills:** Synthesis, cooperative learning, oral fluency
- **Method:** Create a mind map in groups + structured whole-class discussion
- **Materials:** Mind map template, guiding prompts
- **LOMLOE Links:** CE1, CE3, CE6



Methodological Notes

- Activities are task-based, student-centered and encourage real-world use of English
- The focus is on exploration and argumentation, not right/wrong answers
- Worksheets will provide vocabulary and structural support when needed
- All tasks are inclusive, adaptable to different proficiency levels
- Evaluation may be formative, reflective or include specific rubrics based on oral or written production

Answer Key – The Miller's Daughter Didactic Activities 3rd and 4th E.S.O.

Worksheet 1 – Title & Themes: Exploring the Metaphor

Open-ended activity.

Accept interpretations that show symbolic or thematic thinking:

Power, invisibility, gender roles, identity, status, etc.

- Encourage students to use modal verbs (might, could, may) and abstract ideas.
- Good answers show originality, justification, and reflection on why the title is “modest” or “ambiguous.”



Worksheet 2: Character Web: Psychological Profiles

- Traits might include:
 - Ivy:** ambitious, impulsive, idealistic, conflicted
 - Mary:** sarcastic, protective, pragmatic, emotionally blocked
 - Rowan:** insecure, isolated, noble-hearted
 - Argos:** rigid, suspicious, duty-bound
- Relationships may vary, but should show understanding of character dynamics.
- The paragraph should explore possible internal journeys or changes (e.g., Ivy's need for recognition, Rowan's desire for freedom)

Worksheet 3: Word Power: Collocations & Context

- Matching Collocations:**
 - 1. truth → d) the truth
 - 2. sword → c) a duel
 - 3. magic → a) a powerful spell
 - 4. secret → b) your identity
 - 5. lie → e) a dangerous weapon
- Gap-fill Answers:**
 - 1. lie
 - 2. sword
 - 3. secret
 - 4. truth
 - 5. magic
- Paragraphs should include at least 2 of the vocabulary items in context.
- Bonus idioms might include: "The pen is mightier than the sword." or "A secret well kept is a power well held."

Worksheet 4: Cultural Mirror: Lie, Power and Class

- Open-ended**
- Accept thoughtful arguments both in favour and against lying for survival.
- Students may reference history, literature, or modern society (e.g., people hiding identity during war or migration).
- Look for ethical nuance, connections to themes of class, power, or truth.
- Encourage respectful and reasoned discussion.



Worksheet 5: Quote & Subtext: Hidden Meanings

Sample interpretations:

1. *"Once your wishes are granted... you'll let me go."*
 - **Literal:** Mary will help Ivy in exchange for freedom.
 - **Subtext:** Mary feels trapped and undervalued; she is negotiating power.
2. *"She is not the Marchioness of Carabas!"*
 - **Literal:** Argos is revealing the lie.
 - **Subtext:** He is defending truth and status but may also be acting from pride.
3. *"I just want to be free."*
 - **Literal:** Rowan feels trapped in his role.
 - **Subtext:** It reveals a deeper emotional and existential crisis.

In written reflections, reward emotional analysis, empathy, and recognition of ambiguity or irony.

Worksheets for 3rd and 4th E.S.O.
The Miller's Daughter

Name: _____

AFTER PERFORMING THE PLAY

ACTIVITY 5: Quote & Subtext: Hidden Meanings

Objective: Analyze selected quotes and explore their emotional and symbolic meanings.
Skills: Reading comprehension - Inference - Interpretation - Emotional literacy

1. Read the following quotes from the play.
For each one, write:

- Who says it.
- What it means (literally).
- What it might really mean (subtext, emotion, irony...)

Quote 1: "Once your wishes are granted... you'll let me go."
Character: _____
Literal meaning: _____
Hidden meaning / feeling: _____

Quote 2: "She is not the Marchioness of Carabas!"
Character: _____
Literal meaning: _____
Subtext: _____

Quote 3: "I just want to be free."
Character: _____
Literal meaning: _____
Hidden desire / conflict: _____

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Worksheet 6: The Trial of Ivy: Ethical Roleplay

- Defence arguments may include:

She was trying to survive

She didn't hurt anyone

Her dream made her strong

- Prosecution may argue:

She manipulated others

She disrespected the truth

She could have been honest from the start

- Personal conclusions should reflect on intentions vs. consequences, justice vs. empathy.

Worksheets for 3rd and 4th E.S.O.
The Miller's Daughter

Name: _____

AFTER PERFORMING THE PLAY

ACTIVITY 6: The Trial of Ivy: Ethical Roleplay

Objective: Evaluate Ivy's decisions from different perspectives through structured debate.
Skills: Speaking - Argumentation - Empathy - Critical reasoning

Context:
Ivy lies about who she is. She invents a life and a new life.

- That... was a rebellion or survival?
- Was she wrong... or just brave?

Your mission:
(Imagine a courtroom scene where Ivy is on trial. Make it the trial presided by your teacher or choose a guest!)

- Judge (provide the fact and give a final verdict)
- Ivy (explains her reasons)
- Defence lawyer (defends Ivy's actions)
- Prosecutor (argues that Ivy lied and manipulated)
- Witnesses (Rowan, Mary, Argos... each gives testimony)

1. Prepare your arguments. Use expressions like:

- I believe Ivy acted...
- It is unacceptable that...
- She had no choice because...
- In my opinion, the real problem is...

After 3 days when you want to say:

• _____

• _____

• _____

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Worksheet 7: Rewriting Power: Symbolism and Final Twist

Creative and open-ended.

- Strong pieces will:
 - *Use narrative structure or inner monologue clearly*
 - *Explore symbolic changes (e.g., Mary gains power, Argos reforms)*
 - *Show emotion and complexity in characters*
- Creativity, consistency with tone, and vocabulary use should be considered in assessment.

Worksheet 8: The Message Map: Visual Mind Map & Debate

- Maps should include:
 - Themes: truth/lies, identity, fear/courage, power/status
 - Connections: between character actions and these themes
 - Quotes or symbols are encouraged
- Debate answers should be reasoned and respectful, showing awareness of multiple perspectives.
- Final reflections might include:

"The play made me realise that identity is complex."

"Lying can be both protective and destructive."



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