Scheme of work

Unit 1.7: Speeches

Overview

Unit 1.7 focuses on rhetoric, considering how language is used in speeches to persuade, and also considers how the meaning of speeches is influenced by context.

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| Learning objectives   Learn to identify several commonly used rhetorical devices and discuss how they construct meaning.   Develop the skills to analyse how context helps shape the language and meaning of speeches. | AOE questions   How can cultural contexts influence how texts are written and received?   How can different texts offer different perspectives on a topic or theme? |
| Concept  **Transformation** –students consider how political speeches can be transformative, by persuading people to vote a certain way, and how politicians may transform a nation through their words. | International mindedness  Students consider how the speech by Robert F. Kennedy (Text 1.29) demonstrates the importance of international-mindedness. |
| ATL  **Self-management skills** –As part of the management of their learner portfolio, students are encouraged to keep a record of key terms and concepts from the course. | Learner profile  **Risk-taker** – Students are asked to identify how traits from the IB learner profile are represented and exemplified in the speech by Robert F. Kennedy (Text 1.29). |
| Learner portfolio  Activity 7.1 Students develop a repertoire of vocabulary for considering rhetoric.  Activity 7.2 Students consider the ways in which speeches appeal, analysing a speech to find evidence for ethos, pathos and logos.  Activity 7.3 Students analyse a speech to identify rhetorical devices.  Activity 7.4 Students apply earlier understanding to write and perform a speech.  Activity 7.5  Activity 7.6 | |
| Texts – print  Text 1.28 – This is your victory  Text 1.29 – Statement on the assassination of Martin Luther King | Suggested additional resources  When They Go Low, We Go High by Philip Collins  Speeches That Changed the World by Simon Sebag Montefiore |

Suggested lesson plan

It is possible to move through the activities in the units in Chapter 1 sequentially. Here we provide a suggestion for doing this, breaking the unit down into one-hour lessons. You may also wish to select parts of the unit, and build these into later chapters that have a particular thematic focus.

Lesson 1

Activities 7.1 and 7.2

Lesson 2

Activities 7.3 and 7.4 (Activity 7.4 could be continued as homework, and extended into a third lesson)