

# Scheme of work

## Unit 4.1: War

### Overview

Unit 4.1 explores how we talk about war. It asks students to analyse and critically think about the language we use to recruit soldiers, describe bombings, discuss death and acts of terrorism. To understand war, students must explore the language used to wage it.

<b>Learning objectives</b> <ul style="list-style-type: none"> <li>Study a broad range of text types, comparing their stylistic and structural elements.</li> <li>Explore different contexts of war, from the trenches of the First World War to Sierra Leone, from Iraq to the Middle East.</li> <li>Develop your skills of textual analysis and your ability to articulate analyses.</li> </ul>		<b>AOE questions</b> <ul style="list-style-type: none"> <li>How can texts present challenges and offer insights?</li> <li>What can diverse texts have in common?</li> <li>How do texts follow or move away from the conventions associated with different types of text?</li> </ul>
<b>Concepts</b> <p><b>Perspective</b> – Every battle has two sides, and thus two different perspectives and two different uses of language.</p> <p><b>Representation</b> – Who is being depicted, by whom, and why? Are the people in Texts 4.7 and 4.8 represented fairly? How do you know?</p>		
<b>ATL</b> <p><b>Thinking skills</b> – Critical thinkers can identify an invalid argument from a valid one.</p>	<b>International mindedness</b> <p>Internationally minded people understand the importance of diplomacy over military action. Students are encouraged to learn from news reports about current wars and conflicts.</p>	<b>Learner profile</b> <p><b>Risk-taker, Communicator</b> – How does Ishmael Beah embody the IB learner profile traits of risk taker and communicator?</p>
<b>Learner portfolio</b> <p>Activity 1.16 Preparation for individual oral. Students find a non-literary text to compare to <i>A Long Way Gone</i> by Ishmael Beah, contrasting the ways in which these texts construct meaning and engage with a common global issue.</p>		
<b>TOK</b> <p>Argumentation fallacies and hindsight bias are two key TOK terms. How do they apply to Text 4.5?</p>	<b>Extended essay</b> <p>War and propaganda could be explored in a Category 3 essay. A suggested question might be: 'To what extent did the rhetoric of George W. Bush and Fox News convince Americans that an invasion of Iraq was a suitable response to the terrorist attacks of 11 September 2001?'</p>	<b>CAS</b> <p>The Ishmael Beah Foundation helps 'children affected by war reintegrate into society and improve their lives'.</p>

<b>Formative assessment opportunities</b> Activity 1.16 – A mock individual oral using <i>A Long Way Gone</i> by Ishmael Beah and a non-fiction text.	<b>Summative assessment opportunities</b> Activity 1.18 – Answer one of the Paper 2 questions, in class, as homework or as a practice paper.
<b>Texts – print</b> 4.1 – British poster from 1915 4.2 – Australian poster from 1915 4.3 – Canadian poster from 1915 4.4 – A British poster about the RMS Lusitania, after it was torpedoed by a German U-boat in 1915 4.5 – The State of the Union Address by George W. Bush in 2003 4.6 – Airstrike victims, Gaza, 2014 4.7 – Street art titled ‘Girl Frisking Soldier’ by Banksy 4.8 – A page from <i>Palestine</i> , a graphic novel by Joe Sacco 4.9 – An advertisement by Amnesty International 4.10 – A mural of a child soldier in Derry 4.11 – <i>A Long Way Gone</i> by Ishmael Beah 4.12 – ‘Dulce et Decorum Est’ by Wilfred Owen	<b>Texts – audio and visual</b> 4.5 – George W. Bush’s 2003 State of the Union Address. Watch specifically the part on which Text 4.5 is based. Search online for George Carlin’s act about euphemisms. (Warning: content may be extremely offensive and is very controversial. Proceed with extreme caution and preview it before you do anything with it. You alone are responsible for deciding if this content is appropriate to share with your students.) 4.8 – A page from <i>Palestine</i> , a graphic novel by Joe Sacco Text 4.12 – ‘Dulce et Decorum Est’ by Wilfred Owen, read by Christopher Eccleston (Remembering World War I) – available to view on YouTube.
<b>Links to literature</b> (Not all texts appear on the PRL. Some are ‘free choice’ options.) The poetry of Mahmoud Darwish <i>Palestine</i> by Joe Sacco <i>A Long Way Gone</i> by Ishmael Beah <i>Maus</i> by Art Spiegelman <i>Slaughterhouse 5</i> by Kurt Vonnegut <i>Catch-22</i> by Joseph Heller <i>The Things They Carried</i> by Tim O’Brien <i>If This Is a Man</i> by Primo Levi <i>All Quiet on the Western Front</i> by Erich Maria Remarque	<b>Suggested additional materials</b> <ul style="list-style-type: none"> <li>• United States Marine Corps Commercial 'Wall', 2015 - available to view on YouTube</li> <li>• George S. Patton's speech to the Third Army - available at various locations online</li> <li>• ‘Letters to Loved Ones’ - available on the Imperial War Museum's website</li> </ul>

## Suggested lesson plan

Your course design and lesson plans will be unique to your own classroom. Do what works for you in your context. The plan below combines various activities in this unit into hour-long lessons. It is impossible to cover every activity and every suggestion given in the coursebook. You will need to decide what is best for you and your students. In other words, adapt this as you see fit.

### Lesson 1

Activity 1.3, then Activities 1.1 and 1.2

### Lesson 2

Activities 1.4 and 1.5, and TOK question

### Lesson 3

Activities 1.6–1.8

**Homework assignment:** Activity 1.9

### Lesson 4

Lesson starter: review Activity 1.9

Activities 1.10 and 1.11

**Homework assignment:** Extra from George Carlin

### Lesson 5

Lesson starter: review George Carlin homework

Activities 1.12–1.15

### Lesson 6

Anything from last lesson not covered and Activity 1.16

### Lesson 7

Activity 1.17 preparation

**Homework assignment:** record Activity 1.17

### Lesson 8

Activities 1.19–1.21

### Lesson 9

Activities 1.22–1.24 and reflection questions

### Lesson 10

Activity 1.18 (Paper 2)