

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.

Learning objectives <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <i>When They Go Low, We Go High</i> by Philip Collins <i>Speeches That Changed the World</i> 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)