

Scheme of work

Unit 4.3: Politics

Overview

Unit 4.3 focuses on political language, and the various ways in which political language is used in a range of text types. It encourages students to consider how political language is used in social context, and it develops understanding and skills that enable students to think and respond critically to political discourse.

Learning objectives <ul style="list-style-type: none"> Learn how the language of different text types, such as magazine covers, advertisements, commercials and political speeches, is used to persuade audiences. Become familiar with the contexts of various political campaigns from previous decades and how they shaped the political language of their time. Develop your skills of textual analysis and essay writing by writing a mock Paper 1 and HL essay. 	AOE questions <ul style="list-style-type: none"> How can texts present challenges and offer insights? What are the different ways in which people are affected by texts? How can cultural contexts influence how texts are written and received? What can diverse texts have in common?
International mindedness <p>Students are encouraged to join a Model United Nations (MUN) club at their school or elsewhere. MUN encourages groups of young people to represent countries at conferences and simulate the United Nations' activities.</p>	Concepts <p>Identity – To what extent do Texts 4.24–27 reflect Margaret Thatcher's identity?</p> <p>Communication – Political campaigns are a good source of material for language and literature.</p> <p>Culture – Culture shapes the production and reception of texts. The unit explores the way in which culture influences how texts are constructed and understood.</p>
ATL <p>This unit develops thinking and communication skills.</p>	Learner profile <p>Principled – IB learners are political because they are <i>caring</i> and <i>principled</i>. Students are asked to consider the principles that guide government debates.</p>
TOK <p>How can we tell the difference between right and wrong? What rules do politicians typically break? Are there rules they will not break? What is the 'golden rule'? What is deontology, and how might it help us?</p>	Extended essay <p>Students may consider writing a Category 3 HL essay about the language of a particular politician – the unique language of Donald Trump's tweets, for example, about which much has been written.</p>

Learner portfolio

Activities 3.2 and 3.3 Students reflect on the role of metaphor in cognition.

Activities 3.6 and 3.7 Students are asked to consider the use of magazine covers and political advertising to influence voter behaviour, and develop understanding of concepts such as gender and power.

Formative assessment opportunities

Activity 3.6 – Deliver a five-minute presentation on magazine covers. Develops skills of comparing and contrasting.

Activity 3.9 – Deliver a short presentation of negative campaign advertisements. Develops understanding of the role of visual and moving images, and context in representation and meaning.

Summative assessment opportunities

Activity 3.13 – Paper 1 using Text 4.33, a campaign speech delivered by Jack Layton.

Activity 3.15 – Four Paper 2 questions.

Texts – print

4.23a and 4.23b - Metaphors We Think With: The Role of Metaphor in Reasoning

Text 4.24 – Margaret Thatcher wins her colours

Text 4.25 – ‘I think male prime ministers will one day come back into fashion’

Text 4.26 – ‘She became harder than hard’

Text 4.27 – Freedom fighter

Text 4.28 – Stop this

Text 4.29 – Socialism would mean inspectors all around

Text 4.30 – If the Tories had a soul, they’d sell it.

Text 4.31 – She’s nice to Reagan. She’s nice to Gorbachev. Why’s she so nasty to us?

Texts – audio and visual

‘Daisy Girl’ by Lyndon B. Johnson’s 1964 presidential campaign

Walter Mondale TV advertisement: ‘Roller coaster’ against Ronald Reagan

‘Willy Horton’ ad against Michael Dukakis

‘Swiftboat Veterans for Truth’ about John Kerry

‘Historical Campaign Ad: Windsurfing (Bush–Cheney ’04)’ against John Kerry

‘3 a.m. White House ringing phone’ by Hillary Clinton

‘Big Bird – Obama for America’ TV ad against Mitt Romney

Hillary Clinton’s attack ads on Donald Trump

Trump’s dark attack ad against Clinton on corruption

Suggested additional resources

The Metaphors We Live By, a book by George Lakoff and Mark Johnson

Get Me Roger Stone a documentary about the career of Roger Stone

Politics and the English Language by George Orwell

Links to literature

Nineteen Eighty-Four by George Orwell

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

Lesson starter: Activities 3.1–3.4

Lesson 2

Activities 3.5 and 3.6.

Homework assignment: extend Activity 3.6

Lesson 3

Review Activity 3.6

Lesson 4

Activities 3.7–3.9

Homework assignment: extend Activity 3.9

Lesson 5

Review Activity 3.9

Activity 3.10

Lesson 6

Activities 3.11 and 3.12

Homework assignment: Activity 3.13

Lesson 7

Review Activity 3.13

Lesson 8

Activities 3.14 and 3.15 (These activities will require several lessons and may be combined with homework.)

Lesson 9

Activities 3.16 and 3.17

Lesson 10

Activity 3.18. Several lessons. This is possibly only, or most, relevant to HL students.