

Scheme of work

Unit 4.2: Protest

Overview

Unit 4.2 focuses on how language is used to protest against social inequality. Through a range of protest texts from different times and places, this unit invites students to think about their own context and how they can use language to change their world.

Learning objectives

- Become familiar with a range of texts that deal with protest against injustices or social inequality.
- Learn about the contexts where protests have occurred in different places and times in history.
- Understand the different traditions of literary criticism.

AOE questions

- How can the 'meaning' of a text be constructed, negotiated, expressed and interpreted by readers and writers?
- What are the different ways in which people are affected by texts?
- How do readers approach texts from different times and different cultures from their own?
- How can comparing and interpreting texts transform readers?
- How do the style and structure of a text affect its meaning?
- How can different texts offer different perspectives on a topic or theme?

Concepts

Creativity – A higher-order thinking skill that requires you to consider how any text you create will be received and how you will construct your message using language, symbols, colour and layout.

Representation – Consider how characters may represent broader ideas. What do the 'man' and 'woman' in Text 4.17 stand for? Are they the 'proletariat' as suggested in Activity 2.7?

Perspective – How does Malala Yousafzai's experience with the Taliban give you perspective on terrorism and fundamentalism? How should you consider her opinions on Islam and the Taliban, as a Muslim and a victim of a terrorist attack?

ATL

Research skills – Effective research starts by asking appropriate questions. The annotations to Text 4.19 show you how to ask questions of primary sources.

International mindedness

Internationally minded people should question the status quo. Students are encouraged to consider why and how individuals have challenged societies.

Learner profile

Inquirer – To become a better inquirer, students are encouraged to use annotation as a way of asking questions of texts.

Students read Malala Yousafzai's speech (Text 4.22) to look for evidence of IB learner profile traits.

Learner portfolio

Activity 2.10 Collecting information to connect Shelley's poem 'A Song: "Men of England"' (Text 4.18) to 'protest' as a global issue.

Activity 2.14 Students record the findings of their research about a protest movement.

Activity 2.18 Students collect quotations which give different perspectives on an issue.

<p>TOK</p> <p>Malala Yousafzai makes several claims in her speech. How can reasoning be used to decide whether claims are true or false?</p>	<p>Extended essay</p> <p>The IB considers song lyrics as poetry, and these can be studied as literature. Students may wish to write a Category 1 essay on song lyrics. A good research question might read: 'To what extent were the lyrics of several Beatles' songs a voice for the hippie movement?' A successful essay would need to analyse the lyrics in the context of events in the late 1960s.</p>	<p>CAS</p> <p>How can you make the world a better place? Students are asked to think about the theme of 'protest' and how they could make a difference in a CAS project.</p>
<p>Formative assessment opportunities</p> <p>Activity 2.19 – Students choose a global issue and write a speech about it that they might deliver at a Youth Takeover of the United Nations. The speech should be between 800 and 1000 words.</p>	<p>Summative assessment opportunities</p> <p>Text 4.21 is treated as if it were a Paper 1 text at either standard or higher level. Students have 1 hour and 15 minutes to write an analysis of the text.</p> <p>Activity 2.17 – students practise writing a Paper 2 essay on one of the four questions provided.</p>	
<p>Texts – print</p> <p>4.13 – A poster titled 'Labour clears the way' by the Labour Party</p> <p>4.14 – A poster titled 'Make love not war' by Weissner, Tarot Press</p> <p>4.15 – A poster titled 'Free South Africa' by Keith Haring</p> <p>4.16 – A poster titled 'Power & equality' (depicting Angela Davis) by Shepard Fairey</p> <p>4.17 – A short story titled 'Sitting' by H.E. Francis</p> <p>4.18 – A poem titled 'A Song: "Men of England"' by Percy Bysshe Shelley</p> <p>4.19 – A speech titled 'Quit India' by Mahatma Gandhi</p> <p>4.20 – A photograph of an anti-Trump protest sign, 2018, by Edward Crawford</p> <p>4.21 – A cartoon, titled 'They don't really seem to know <i>why</i> they are protesting!' by David Hurwitt</p> <p>4.22 – A speech by Malala Yousafzai at the Youth Takeover of the United Nations</p>	<p>Texts – audio and visual</p> <p>4.23 Watch a full version of her (Malala Yousafzai) delivering her speech online.</p> <p>'The Power of Words,' by Andrea Gardner for Purple Feather March for Our Lives speech by Emma Gonzalez</p>	
<p>Suggested additional resources</p> <p><i>Letters from Robben Island</i> by Achmed Kathrada is an excellent account of the African National Congress's struggle against apartheid</p>	<p>Links to literature</p> <p>(Not all texts appear on the PRL. Some are 'free choice' options.)</p> <p><i>Kiss of the Spider Woman</i> by Manuel Puig</p> <p><i>Nineteen Eighty-Four</i> by George Orwell</p> <p>Martin Luther King's speeches and letters may also be studied as 'prose other than fiction' as a literary text</p>	<p>Texts – audio and visual</p> <p>4.22 Watch a full version of Malala Yousafzai delivering her speech online.</p> <p>'The power of words' – video by Andrea Gardner for Purple Feather March for Our Lives speech by Emma González, 2018</p>

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

Activities 2.1 and 2.2, and CAS questions

Homework assignment: Activity 2.3

Lesson 2

Lesson starter: review Activity 2.3

Activities 2.4 and 2.5

Lesson 3

Activities 2.6 and 2.7

Lesson 4

Activities 2.8 and 2.9

Homework assignment: Activity 2.10

Lesson 5

Lesson starter: review Activity 2.10

Activity 2.11

Lesson 6

Activities 2.12 and 2.13

Lesson 7

Activity 2.14

Lesson 8

Activity 2.15 (Paper 1) and Activity 2.16

Lesson 9

Activities 2.18–2.20

Lesson 10

TOK questions, Activities 2.21 and 2.22

Homework assignment: Activity 2.17 (Paper 2)