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| **Title of Scheme: Writing Argument** | **WEEK 1** |
| **Key Learning:**  Students learn how persuasive devices are used in famous political speeches, including *I Have a Dream* by Martin Luther King. They explore the persuasive impact of emotive vocabulary in charity campaign advertisements and investigate how modal verbs are used to strengthen arguments in political speeches. They experiment with persuasive devices in their own writing. | |
| **LESSON 1** | |
| **Learning Objectives:**   * Understand how persuasive devices can be used in a speech. | **Learning Outcomes:**   * Locate examples of persuasive devices in *I Have a Dream.* |
| **Introduction:**  Threes:  Label students A, B and C. A has 90 seconds to persuade B to swap seats with them. Then B has 60 seconds to persuade A to swap back. They can only use words, not physical contact! C notes persuasive techniques that are used and prepares feedback on what was most and least effective.  Whole class:  Take feedback from students on which persuasive arguments and techniques worked the best. Explain focus of the scheme: to improve their ability to write texts that argue and persuade, as well as their confidence in making a speech and debating an issue.  Using prior knowledge, compile an initial list of persuasive deviceson IWB or poster, to use and develop throughout the scheme. Encourage students to cite examples of real-life texts that use these devices, e.g. campaign leaflets and advertisements, emphasising their purpose. | |
| **Development:**  Whole class:  Remind of focus in scheme on political speeches, designed to raise awareness of important issues. Read *1.1. Extracts from ‘I Have a Dream’* speech by Martin Luther King. Provide brief contextualization through questioning or by using video or audio extracts from the original (e.g: www.americanrhetoric.com/speeches).  Briefly discuss the message and tone of the speech.  Pairs:  Give a one minute time limit to spot any devices from the list compiled earlier.  Teacher:  Brief feedback, then hand out *1.2* *‘I Have a Dream’ worksheet.* Check understanding of the persuasive devices that are listed on the worksheet.  Individuals/Pairs:  Complete worksheet with examples from the speech. | |
| **Conclusion:**  Whole class:  Feedback from worksheet, discussing the impact of the different devices they’ve spotted, and how they create the powerful, ‘preaching’ tone of the speech. You could read the speech aloud again, asking students to join in on every repetition of ‘Let freedom ring’. Review initial list of persuasive devices and add new examples.  Pairs:  Play the chair swapping/persuasion game again, but trying out some different techniques, e.g. providing a pattern of three reasons or a vivid metaphor. | |
| **Support:**   * Focus on two or three devices only e.g. pronouns, repetition and lists. * Annotate the second paragraph of *I Have a Dream* as a whole class, then ask students to do the same for another paragraph of the speech. | **Challenge:**   * Explore rhetorical use of punctuation in the speech. * Write a paragraph in imitation of *I Have a Dream,* arguingagainst an injustice of students’ own choosing. Explain devices used and their intended impact. |

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| **LESSON 2** | |
| **Learning Objectives:**   * Know how to choose words from different word classes and use them for emotive effect. | **Learning Outcomes:**   * Rewrite a short text to make it more emotive. |
| **Introduction:**  Teacher:  Using slides 1 – 4 of *Emotive Language* *PowerPoint* and *1.3 Slide Notes,* introduce the idea of emotive vocabulary and explore the purpose and impact it has in the context of animal charity campaign literature. The examples on the slides are taken from [www.rspca.org.uk](http://www.rspca.org.uk) which has a useful selection of press releases, and from [www.animalaid.org.uk](http://www.animalaid.org.uk), which has a range of downloadable campaign leaflets. | |
| **Development:**  Whole class:  Using slides 5 and 6 of *Emotive Language PowerPoint* and *1.3 Slide Notes*, discuss with students the effects of emotive word choices from the word classes: nouns, verbs, adjectives and adverbs. Make a note of effective alternative word choices that students suggest, as directed on each slide, since these will form a word bank for the next activity.  Show slide 7 and explain the writing task, clarifying the purpose of the text: to provoke sympathy for Smitty and increase the likelihood of donations to the animal charity.  Individuals/Pairs:  Rewrite the text shown on Slide 7 to make it more emotive. Students should concentrate on emotive word choices from the four word classes rather than additional content, but they may also want to make some changes to sentence structure. | |
| **Conclusion:**  Whole class:  Share examples of students’ revised texts and evaluate effectiveness. You might want to compare students’ texts with the authentic campaign texts shown on slides 3 and 4.  Add ‘emotive words’ to the Persuasive Devices Poster and record some good examples from students’ texts or from the PowerPoint slides. | |
| **Support:**   * Make the re-writing task a whole class activity or model changes to the start of the text, before asking students to complete independently. * *1.4 Emotive Language Cloze* offers a simpler task. | **Challenge:**   * Develop the text with additional paragraphs (e.g. examples of other pets which have been mistreated), as emotively as possible. * Extend explanations of reasons for word choices. * Referring to list of persuasive devices compiled in previous lesson, strengthen the use of rhetorical techniques in the ‘Smitty’ text. |

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| **LESSON 3** | |
| **Learning Objectives:**   * Understand the term ‘modal verbs’ and the effects that they can create. | **Learning Outcomes:**   * Discuss the effect of modal verbs in extracts from political speeches. * Use modal verbs in a short pep talk for a school sports team. |
| **Introduction:**  Teacher:  Display the nine modal verbs shown on *1.5*. Explain that these are used in front of another verb to show how possible, likely or certain that action is, for example:  “You could go to the shop...”; “You should go to the shop…” ;“You must go to the shop…”  Use your tone of voice to emphasise how the choice of modal verb subtly alters the meaning.  Whole class:  Group the verbs in terms of strength or intention, for example:   * Certain/determined: will, shall, can * Demanding: must, should, ought * Possible: could, might, may   Discuss – could the ‘demanding’ or ‘determined’ verbs backfire if people thought they were being bullied or hassled? How do they react if their parents speak to them using those words? You could link back to charity campaigns from the previous lesson: what is the difference between “Will you give £2 a month…” and “You must give £2 a month…”  Individuals then Pairs:  Students complete the five sentences on *1.5,* choosingthe modal verb they think best fits, then compare with a partner. Note that there may be a variety of answers: encourage students to justify their choices. | |
| **Development:**  Teacher:  Display the following sentence: ‘We ………..win.’  Pairs then Whole Class:  Discuss - if you were a manager giving a ‘pep talk’ before a football match, which modal verb would you use in this sentence and why?  Individuals/Pairs:  Complete the short writing task shown on *1.5* (a pep talk for a school sports team).  This could be done as an oral task, but if you want students to write, encourage oral rehearsal of different modal verb choices, to ‘hear’ subtle shifts in meaning. Encourage peer feedback to evaluate effects. | |
| **Conclusion:**  Whole class:  Show *1.6*. Explain the importance of modal verbs in the context of political speeches, where they can signal how certain and definite the speaker is about the argument. Read the examples together and discuss the questions.  Teacher:  Add ‘Modal Verbs’ to the Persuasive Devices poster, with brief examples from students’ writing or from *1.6*. | |
| **Support:**   * Limit the choice of modal verbs for discussion and in the writing task: use *might, can, could, will, must.* | **Challenge:**   * Encourage speculative discussion about choices of modal verbs and their effects. * Explore uses and effects of modal verbs in a range of different text types. |