

Resources

Copies of political speeches.

Regan, Kinnock, Kennedy, Thatcher and Wilson.

Prior Learning

Language and power in the workplace.

Structure of power.

National Curriculum references

Indicative comment [iv]

Learning Objectives

(Know, understand, be able to do)

Identify common patterns in the language of power through political speeches.

Starter (10 mins)

In pairs read the extracts.

Identify any commonalities in language.

Introduction

Feedback to the class - discuss.

Create a table of similarities and differences. Discuss pupils' findings.

Do they use emotive language? Do they use the rule of three? Why and when is alliteration used?

Adverbial clauses? 1st, 2nd and 3rd person and why? Semantic fields? How are short sentences used?

Biblical references.

Development

In pairs, using the techniques in the table write the opening to a political speech.

Imagine you are prime minister and you have been asked to respond to the issue of Euthanasia.

You can either write a powerful speech for or against. Think about how you would begin – you would definitely use emotion.

Plenary (10 mins)

Finish your speech for homework.

Resources

For copies of President Kennedy's inaugural address, January 20th 1961 try www.historychannel.com for an audio file or go to <http://www.bartleby.com> > presidential inaugurals for a printable version.

OHTs and pens; OHTs of the Kennedy speech.

Prior Learning:

Language and power in the workplace.

Structure of power.

Political speeches.

National Curriculum references

Indicative content IV.

Learning Objectives

(Know, understand, be able to do)

Identify common patterns in the language of power through political speeches.

Homework

Consider how this speech attempts to persuade its audience; discuss such features as lexis, syntax, figurative language and anything else you think is important.

Starter (10 mins)

In pairs read the extract.

Highlight commonalities – use the table from the last lesson to help you.

Introduction

Separate group into pairs.

Each pair to identify separate areas – 3 groups.

Lexis, syntax, figurative language.

Pupils to identify key features.

Using OHT pens and OHT's of Kennedy speech pupils to identify key features.

Development

Present your findings to the class.

Discuss the presentations – is there anything omitted that you think should have been identified?

How could we improve the presentation?

Explain your choices.

Plenary (10 mins)

Recap commonalities.

Highlight negative and positive findings.

Discuss homework.

To write an analysis using the framework: see above.

Political Speeches

“In the long history of the world only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility; I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavour will light our country and all who serve it, and the glow from that fire can truly light the world. And so, my fellow Americans, ask not, what your country can do for you. Ask what you can do for your country.”

John F. Kennedy

“Suddenly the nation has been plunged into a midwinter election. You must be asking why has Mr. Heath decided to make a desperate run for it. It can't be because of the dispute with the miners. Mr. Heath can't be asking you to vote him back so that he can make a honourable settlement with the miners. No, Mr. Heath is making a run for it, in the hope that the smokescreen of the miners' dispute - a dispute that he has deliberately stoked up - will distract you from the real issues. This election is not about the miners; not about the militants; not about the power of the unions: it's about the disastrous failure of three and a half years of Conservative government which has turned Britain from the path of prosperity to the road of ruin.”

Harold Wilson

“To those waiting with bated breath for that favourite modern catchphrase the 'U- turn', I have only one thing to say: You turn, if you like; the lady's not for turning!”

Margaret Thatcher

“I'll tell you what happens with impossible promises: you start with far-fetched resolutions; they are then pickled into a rigid dogma cold. And you go through the years, sticking to that: outdated, misplaced, and irrelevant to the real needs. And you end in the grotesque chaos of a Labour council - a Labour council - hiring taxis to scuttle round a city, handing out redundancy notices to its own workers. I'm telling you now: no matter how entertaining, how fulfilling to short-term egos - I'll tell you and you'll listen - I'm telling you, I'm telling you - you can't play politics with people's jobs and people's services.”

Neil Kinnock

“And I want to say something to the schoolchildren of America who were watching the live coverage of the shuttle's take-off. I know it's hard to understand, but sometimes painful things like this happen. It's all part of the process of exploration and discovery. It's all part of taking a chance, of expanding man's horizons. The future doesn't belong to the faint-hearted. It belongs to the brave. The Challenger crew was pulling us into the future and we'll continue to follow them. We will never forget them, nor the last time we saw them this morning, as they prepared for their journey and waved goodbye, and slipped the surly bonds of earth, to touch the face of God.”

Ronald Reagan