

## Comparing Texts

## Rhetorical Devices

### Extract A. “I have A Dream” Martin Luther King.

Martin Luther King gave this speech to a civil rights march in Washington DC in 1963. It is one of the most famous speeches of the twentieth century. The march was about giving black people the same rights as white people in America.

I say to you, my friends, that even though we must face the difficulties of today and tomorrow, I still have a dream that one day this nation will rise up and live out the true meaning of its creed: ‘We hold these truths to be self-evident; that all men are created equal.’

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today!

I have a dream that one day the glory of the Lord will be revealed and all flesh shall see it together.

This is our hope. This is the faith that I go back to the south with. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be when all of God’s children will be able to sing with new meaning:

‘My country ‘tis of thee  
Sweet land of liberty,  
Of thee I sing:  
Land of where my fathers died,  
Land of the pilgrims’ pride  
From every mountainside  
Let freedom ring.’

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God’s children, black men and white men, Jews and gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, ‘Free at last! Free at last! Thank God Almighty, we are free at last!’

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## Rhetorical Devices

### Extract B. Old Major's Speech. Animal Farm by George Orwell.

George Orwell wrote the novel *Animal Farm* telling the story of the Russian Revolution as a parallel tale of animals rebelling against human beings. Old Major, a pig, begins the story with this speech to the other animals.

Comrades you have heard already about the strange dream that I had last night. But I will come to the dream later. I have something else to say first. I do not think, comrades, that I shall be with you for many months longer, and before I die, I feel it my duty to pass on to you such wisdom as I have acquired.

Now, comrades, what is the nature of this life of ours? Let us face it: our lives are miserable, laborious and short. We are born, we are given just so much food as will keep the breath in our bodies, and those of us who are capable of it are forced to work to the last atom of our strength; and the very instant that our usefulness has come to an end we are slaughtered with hideous cruelty. No animal in England knows the meaning of happiness or leisure after he is a year old. No animal in England is free. The life of an animal is misery and slavery; that is the plain truth.

Is it not crystal clear, then, comrades, that all the evils of this life of ours spring from the tyranny of human beings? Only get rid of man, and the produce of our labour would be our own. Almost overnight we could become rich and free. What then must we do? Why, work night and day, body and soul for the overthrow of the human race! That is my message to you, comrades: Rebellion! I do not know when that rebellion will come, it might be in a week or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later justice will be done.

And now, comrades, I will tell you about my dream last night... It was a dream of the earth as it will be when Man has vanished. It reminded me of something I had long forgotten. Last night, it came back to me in my dream. And what is more, the words of the song also came back. I will sing you that song now, comrades.

Soon or late the day is coming,  
Tyrant Man shall be o'erthrown.  
And the fruitful fields of England  
Shall be trod by beasts alone.

Rings shall vanish from our noses,  
And the harness from our back.  
Bit and spur shall rust forever.  
Cruel whips no more will crack.

Bright will shine the fields of England,  
Purer shall its waters be,  
Sweeter yet shall blow its breezes  
On the day that sets us free.

Beasts of England, beasts of Ireland,  
Beasts of every land and clime,  
Hearken well and spread my tidings  
Of the golden future time.

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## Rhetorical Devices

### Extract C. “Imagine” John Lennon.

This song lyric was recorded by John Lennon in 1971. His ideas and beliefs were influenced by protests against America at the war in Vietnam in the 1960s. He had spent some time in India learning about Hinduism and Buddhism. The song is about world peace.

Imagine there's no heaven  
It's easy if you try  
No hell below us  
Above us only sky  
Imagine all the people  
Living for today...

Imagine there's no countries  
It isn't hard to do  
Nothing to kill or die for  
And no religion too  
Imagine all the people  
Living life in peace...

Imagine no possessions  
I wonder if you can  
No need for greed or hunger  
A brotherhood of man  
Imagine all the people  
Sharing all the world...

You may say I'm a dreamer  
But I'm not the only one  
I hope some day you'll join us  
And the world will be as one.

**Rhetorical Devices**  
**Audience**

**Worksheet B**

Beginnings and endings of speeches need to be especially powerful. The beginning must grab the listeners' attention. Many speakers stress that they and their audience are on the same side.

In extract 1 Martin Luther King starts his speech by addressing his audience in a particular way that draws them together with him.

How does he do this?

Does he do this anywhere else in the speech?

Who do you think his audience is?

What tells you?

Write the exact words he uses. (Don't forget to put quotation marks around his words so that we know that you are using his words and not your own).

What word does Old Major use to address his audience?

Why has he chosen this word?

Look it up in a dictionary to get its exact meaning.

How many times does he use this word in the speech?

Why do you think this is?

Who is John Lennon singing to?

How do you know?

## Rhetorical Devices

## Worksheet D

Each of the speeches starts with words designed to stir up the emotions of the audience. This is so that the writers can grab the attention of the audience quickly.

Pick out the emotive words and phrases at the beginning of each speech that you think would affect the audience in this way (they may not be the first words).

Martin Luther King

Old Major

John Lennon

Explain what 'inspiring' means.

Give an example of an occasion when you have been inspired to do something.

## Rhetorical Devices

## Worksheet E

### The call to action.

The endings of speeches are important too. They should **inspire** the listeners to do something.

Each of the makers of the speeches (we can think of John Lennon's song as a speech set to music) asks the audience to take some action after hearing the speeches.

What action does each speaker want to be taken?

Illustrate your answer with quotations (the writers own words).

Martin Luther King.

Old Major.

John Lennon.

Write down a similarity between Old Major's ending and Martin Luther King's. What are they both encouraging the audience to do?

Which words at the end of John Lennon's song are similar to Martin Luther King's final sentence?

## Worksheet F

### Opposites (Antonyms)

Write down the opposite to these words or ideas in the right hand column.

<b>Sky</b>	
Angry	
Dead	
Happy	
Heaven	
God	
Night	
White	
Rich	
Free	
Awake	
Strong	
Big	
Thin	

## Rhetorical Devices

## Worksheet G

The writers and speakers use lots of repetition to make their points to help to persuade their audience. Go through the speeches marking where the writer repeats a phrase or a particular word for special effect. For example,

Martin Luther King repeats the phrase “ I have a dream...”  
How often does he use it?

Martin Luther King uses the “**dream**” idea as a way of getting his thoughts across to the audience. It is a powerful **theme** in his speech. Look at the speeches by Martin Luther King, Old Major and the song by John Lennon. Write down the themes that run through those extracts.

### **Martin Luther King**

How often does he mention the “dream”?

Does he mean he really had a dream?

### **Old Major.**

What theme does he use in his speech?

What tells you it is a theme?

### **John Lennon**

What is the theme in “Imagine”?

What tells you it is a theme?

## Rhetorical Devices

## Worksheet H

Martin Luther King uses opposites to emphasise the points he is trying to make. An **ANTONYM** is a word that has the opposite meaning to another word: In Martin Luther King's speech he uses a lot of antonyms, for example he uses the words **slavery** and **freedom**. They are antonyms of each other. They contrast with each other and make a bigger impact on the audience.

Write down the sentence from Martin Luther King's speech that begins:

***"I have a dream that one day even the state of Mississippi....."***

The word *oasis* contrasts with the words *sweltering heat*.

Write down the words which are **antonyms** of

***injustice***

***oppression***

John Lennon also uses opposites to emphasis his points.

In the chart below in the left hand column are things that divide people now. John Lennon puts ideas forward that could unite people that are the opposite of the things that divide people. Put these ideas in the right hand column against their opposites.

- **above us only sky**
- **world will be as one**
- **peace**
- **sharing**
- **brotherhood of man**

<b>Now: things that divide people</b>	<b>Future: things that unite people</b>
kill / die	
greed / hunger	
possessions	
countries	
heaven / hell	

## Rhetorical Devices

## Worksheet I

The rule of three is a way of speakers making dramatic points. Speakers will join together three phrases or sentences one after the other to emphasis an idea. In Martin Luther King's speech he uses this joining together more than once, for example.

“All of God's children...

**...black men and white men,  
...Jews and Gentiles,  
...Protestants and Catholics...**

...will be able to join hands...”

Write down this sentence from another part of Martin Luther King's speech and underline the repeated rule of three phrases, like the examples above.

“I have a dream that one day ...  
every hill and every mountain shall be  
made low, the rough places shall be  
made plain, and the crooked places  
shall be made straight and the glory  
of the Lord shall be revealed ...”

See if you can find another place in any of the speeches where the rule of three is used.

Write down what you have found and where you found it.

## Rhetorical Devices

## Worksheet J

Rhetorical questions.

In some speeches the writer uses questions to set up the next part of the speech. He does not expect anybody to answer the questions because the writer intends to answer them himself. It's as if the writer is pretending that someone else has asked him or her something just so that he can give the answer that he wants to give. This can be seen very clearly in Old Major's speech when he asks:

**“Now, comrades, what is the nature of this life of ours?”...**

Old Major doesn't even wait for an answer because he already has it to give. The only reason he asked the question is so he could give the answer.

Look through the rest of Old Major's speech. See if you can find any more rhetorical questions. If you can write them down. What answer does he give to his questions?

Not all writers will use rhetorical questions. See if you can find any in Martin Luther King's speech. If you can write them down.

## Rhetorical Devices

## Worksheet C

### Emotive language

When we speak to other people we can affect the way they feel by the particular kinds of words or phrases that we use and the way we say them. We can make someone feel angry or sad, happy or confused, calm or aggressive. We can stir up someone's emotions by our choice of words. This is called using EMOTIVE LANGUAGE.

Look at the words and phrases below. Write in the box how you might feel if someone said them to you. Just write angry or sad, happy or afraid or whatever emotion you think fits best.

You are a fool.	
Fight	
I love you.	
Let us fight for our rights.	
You are being cheated	
Get him.	
Hello mate.	
Hey you.	
Oi. Get out.	
Hi. Come on in.	

## **Starter Activity**

## **Worksheet A**

When we say something to somebody else its not just the words that tell them what we mean but also the way in which we say them. What kind of voice we use, what sort of expression we have on our faces, the way we stand or hold our bodies, the way we use our hands and arms, whether we are loud or quiet.

We can take the same words and give them different meanings by changing the way that we say them. With the partner on your table take the card you have with the statement or question printed on it and take turns saying it to your partner trying to get across a different meaning. See if your partner can work out how you are trying to say it. You can use any or all of the ways suggested below

**Aggressively**

**Quietly**

**Calmly**

**Angrily**

**Peacefully**

**Defiantly**

**Questioningly**

**Sarcastically**

**Joyfully**

**Sadly**

**Uncertainly**

**Fearfully**

**Fearsomely**

## Writing Frame

Beginning	Welcoming	Using friendly 'joining' phrases My friends Comrades Brothers and sisters Fellow pupils Classmates Colleagues
	Establish theme	I have a dream... I believe that one day soon... It won't be long before My parents told me... I have a vision of the future...
	Emphasise the bad	The world we live in is a bad place Every day we have to put up with We all hate the... Have you seen the way we are treated
	Describe the changes	What sort of world do we want?... What would it be like to.... Next year... Next time.... In the future we... A golden time is ahead...
Ending	Call to action	And so I say to you brothers and sisters... Its time for us to.... When you leave here you must.....



Subject	English	Teacher	Group	Date	Ref.
<p><b>KS3 COMPARING TEXTS: Rhetorical Devices. Reading - Key Objectives 12.</b> Review a range of rhetorical devices, e.g. Use of rhetorical questions, repetition, alliteration, metaphor, simile, variation of sentence length for effect, and use of other types of figurative language. Teach how to analyse the impact of different R Ds , eg. Tracking a theme, how repetition can be used to emphasise points, rule of 3. Teach how to identify purpose and impact on audience, e.g. emotive language, beginnings and endings of speeches, way audience is addressed. Teach how to identify devices author has used and explain the effect achieved using relevant quotations.</p>					
<p><b>Lesson context and description.</b> <b>Key objectives – explication.</b></p>	<p><b>Starter activity</b></p>	<p><b>Teacher input</b> <b>Key points. New knowledge</b> <b>Pupil activity to clarify learning</b></p>	<p><b>Plenary: Recap, reflection and testing of learning</b></p>	<p><b>Outcomes matched to objectives including out of hours learning</b></p>	<p><b>Resources</b></p>
<p>Pupils will understand that meaning can be changed by varying the way in which things are said. Pupils will begin to interpret texts in this light. Pupils will begin to recognise common devices used to affect audience. Pupils will recognise that authors deliberately use devices to change meaning. Pupils will understand that the historical context will have an impact on way speeches can be interpreted.</p>	<p>Pupils will take a statement or question such as “it needs to be done by tomorrow”. And will explain ways in which the meaning can be changed by the way in which it is read – tone of voice, expression, facial expression, gesticulation, body language. Pupils will try to read to convey: Aggression, defiance, criticism, questioning, sarcasm, joyfulness, uncertainty etc. Teacher will model example.</p>	<p>Starter activity. Pupils listen to extract A. Q and A – What do you remember? What stands out? What did he mean? What words can you remember? Why do you think you can remember them? Some historical context of MLK Background to the situation. Pupils listen to Alan Bennet’s reading of extract B. note differences between typed extract and spoken extract Pupils comment in the same way. Some explanation of the context Russian revolution. Same exercise with extract C. Some history of John Lennon.</p>	<p>Q and A re historical context. Q and A re impact of devices.</p>	<p>Starter completion. Pupils listen and comment on speeches and historical context</p>	<p>Text extracts and tapes</p>

Comparing texts Year 9

<ul style="list-style-type: none"> <li>Pupils will be able to Identify purpose and audience by exploring beginnings and endings of speeches, language used to identify with audience, repetition of theme throughout speeches. Illustration of points by quotation. Comparing texts for similar devices and patterns of use</li> </ul>	<p>Write down as many words that you can think of that you would use to address an audience of friends, how many ways can you say them to give the idea of togetherness?</p>	<p>Read speech extracts to pupils emphasising the need to think about audience and how the speaker is trying to reach audience. Tell pupils to listen for repeated use of words. Take pupils through worksheet B on beginnings of speeches. Pupils complete worksheet. Pupils take part in card activity Q + A.</p>	<p>Q and A on understanding. Why did MLK say “My friends”? What if you were speaking to enemies?</p>	<p>Pupils complete worksheet and understand by verbal response key aspects of addressing audience</p>	<p>Text extracts worksheets B. Card activity</p>
<ul style="list-style-type: none"> <li>Pupils will Identify purpose and audience by review of rhetorical devices. Emotive language, beginnings and endings of speeches</li> </ul>	<p>Pupils complete worksheet on emotive language.</p>	<p>Ask pupils to immediately begin worksheet C. Explain how important it is to grab attention and to use language that will make the audience ‘feel’. Explain ‘inspire’. Go through extract beginnings pointing out emotive words. Pupils complete worksheet D. Go through speech endings. Point out that the last thing people will hear is what they can do. Show how authors use the call to action. Pupils complete worksheet E.</p>	<p>Review importance of beginnings and endings of speeches. Welcoming, tying together, emotive language, call to action</p>	<p>Pupils complete worksheets C, D, E</p>	<p>Text extracts worksheets C,D,E</p>

Comparing texts Year 9

<ul style="list-style-type: none"> <li>• Exploration of repetition, theme and metaphor as rhetorical devices. Analyse effect on audience of repetition and theme. Quotations to illustrate</li> </ul>	<p>Antonyms Worksheet F</p>	<p>Pupils complete worksheet F on opposites. Explain the importance of repetition and how repetition can emphasis a theme or metaphor. Theme and metaphor help to tie speech together. Keeps people on the same track. Helps them to understand and identity. Can be inspiring. Take pupils through extracts and worksheet G. pupils complete G. When complete return to starter worksheet F and give worksheet H. take pupils through worksheet H emphasising how antonyms can be used to emphasis speakers points. Pupils complete worksheet H</p>	<p>Remind pupils about repetition, antonyms, themes and how they emphasis points remind via Q and A about purpose and audience</p>	<p>Pupils complete worksheets F,G,H</p>	<p>Text extracts and sheets F,G,H</p>
<ul style="list-style-type: none"> <li>• Rhetorical devices. Rule of 3, Rhetorical questions, sentence length. Pupils will learn to analyse the effect on audiences, to identify devices, and to use quotations to illustrate points</li> </ul>	<p>Listen to MLK speech again</p>	<p>Take pupils through MLK speech pointing out rule of 3, antonyms, rhetorical questions and sentence length. Focus on extracts in worksheet I. Get pupils to identify rule of 3, antonyms and rhetorical questions. Text mark rule of 3 in MLK speech text. Pupils complete worksheet I and J. Pupils to write their own speech to convince others of eg abolishing school uniform. Pupils use writing frame to begin their work. Some pupils read out speeches</p>	<p>Take pupils back through previous lessons briefly. Remind about key features of speeches. Finish with What if? questions</p>	<p>Pupils complete worksheets I, J Pupils write their own speeches</p>	<p>Extracts, tapes, worksheets I J writing frame</p>



