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Language and the Manipulation of Truth

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Driving Question: to what extent does language manipulate truth?

Stage 1 – Desired Results

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<p>IB Literature Aims:</p> <ul style="list-style-type: none"> -develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections -promote in students an enjoyment of, and lifelong interest in, language and literature. -encourage students to appreciate the formal, stylistic and aesthetic qualities of texts <p>TOK Aims:</p> <ul style="list-style-type: none"> - make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world -develop an awareness of how individuals and communities construct knowledge and how this is critically examined -develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions -critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives 	Transfer	
	<p><i>Students will independently use their learning to...(what kinds of long-term independent accomplishments are desired?)</i></p> <ul style="list-style-type: none"> - Analyze how language is used (its benefits and limitations) and how it can manipulate one's truth and perspective. - Use language in a way that perpetuates personal message. 	
	Meaning	
	<p>Understandings</p> <p><i>What specifically do you want students to understand? What inferences should they make?</i></p> <p>Language:</p> <ul style="list-style-type: none"> - Language can be constituted as everything: verbal, words, images, symbols, numbers. - Language determinism: the way in which one speaks--as determined by their personal and shared knowledge--shapes the way they view the world. - Language can be used to reflect new perspectives that people otherwise wouldn't know, thus dispelling stereotypes; however, it can also be limited in perspective and further perpetuate stereotypes. - Each AOK (area of knowledge/subject areas) can define language in a different manner; there's no one, concrete definition for language. <p>Truth:</p> <ul style="list-style-type: none"> - Truth can be defined using a variety of theories (TOK); each person has her own truth, but the reality is...there is no absolute truth. Truth is relative. - People's personal and shared knowledge and the Ways of Knowing (TOK terms) shape their truths. - Students will be able to determine how their own truth is influenced by their shared and personal knowledge, and how their own language determines their truths. - Literature is able to give people access to new perspectives, languages, and truths that they otherwise wouldn't have access to. 	<p>Essential Questions</p> <p><i>Students will keep considering...what thought-provoking questions will foster inquiry, meaning, and transfer?</i></p> <p>Language:</p> <ul style="list-style-type: none"> - What can be constituted as language? - How does language determine one's reality? - What are the limitations of language, and how do they distort one's reality? - How does literature use language to reflect truth? - How does language differ among the AOKs (subject areas)? <p>Truth:</p> <ul style="list-style-type: none"> - How do we define truth? - How do different perspectives shape people's truths? - Can one ever obtain truth? - Can literature express truths that cannot be expressed in other ways? If so, what sort of truths are these? How does this form of truth differ from truths in other AOKs?
Acquisition		
<p>Knowledge</p> <p><i>Students will know...what facts and basic concepts should students know and be able to recall?</i></p> <p>TOK:</p> <ul style="list-style-type: none"> - Theories of Truths: (Ex: Correspondence Theory, 	<p>Skills</p> <p><i>Students will be able to...what discrete skills and processes should students be able to use?</i></p> <ul style="list-style-type: none"> - Investigate and define abstract key concepts - Dismantle and reconstruct preconceived notions of 	

	<p>Coherence Theory, Pragmatic Theory, etc.)</p> <ul style="list-style-type: none"> - Plato's Theory of Forms - Plato's and Aristotle's definition of knowledge and truth - The limitations of language (metaphors, connotations, denotations, translations, ambiguity, emotions, etc.) - Language determinism - Confirmation Bias - Knowledge Questions (TOK) <p>Literature:</p> <ul style="list-style-type: none"> - Themes - Symbolism - Characterization - Genres - Syntax - Diction - ^^ how all of these literary devices are used in via language to create/manipulate meaning and truth (specifically via <i>1984</i>) 	<p>truths and abstract concepts.</p> <ul style="list-style-type: none"> - Analyze language in complex text to determine how the language shapes meaning (truth) - Identify literary devices and analyze their purpose on the text. - Create their own syntax and words in order to "manipulate" thought. - Write in a way that convinces the audience of student's perspective (their truth). - Write and analyze knowledge questions (TOK). - Use evidence to support thesis statements/conclusions.
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Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T	IB TOK Presentation Rubric	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...how ill students demonstrate their understanding through complex performances?</i></p> <p>Literature: create a class dystopian newspaper</p> <ul style="list-style-type: none"> ● In groups of 3, students will take on a different perspective of their dystopian world (i.e., the government's perspective, the proletariat, the rogues, etc.) and in those groups, they'll write their own newspaper with their assigned perspective, using language from their society's dictionary and employing the slogan (which they create as a class). ● Each student will need to write at least 2 pieces for the newspaper; they must write from their assigned perspective and try to perpetuate <i>their</i> group's truth. ● Their newspapers should essentially answer the knowledge question: to what extent can language manipulate truth? ● Since each group has a different perspective but is part of the same dystopian government, each newspaper will employ similar diction but different syntax and truths. <p>TOK: presentation</p> <ul style="list-style-type: none"> ● In same groups of 3 (or they can choose to do individually), students will do a TOK presentation on the KQ: To what extent does language manipulate truth? ● Presentation must include: <ul style="list-style-type: none"> ○ Real-life situation ○ Definitions of key terms (language and truth) with theories supporting their conclusions. ○ 2 Areas of Knowledge explored, one of them being the Arts--literature, <i>1984</i>. ○ 1 counterclaim ○ Conclusion <hr style="border-top: 1px dashed black;"/> <p>Other Evidence (e.g., formative): <i>Students will show they have achieved Stage 1 goals by...What other evidence will you collect to determine whether Stage 1 goals were achieved?</i></p>

	IB IOP Rubric HL/SL Socratic Seminar/Modified Paper 1 Rubric Organizing and Producing Text Rubric	<p><u>Formative Activities in order: Literature</u></p> <ul style="list-style-type: none"> • (only if not investigated in TOK): Investigate what is truth and what is language through TOK (Linguistic Determinism, Confirmation Bias, etc.). Students will discuss findings in a modern day symposium with visuals (art, tech, whatever students think they need). • Reading Like a Professor Assignment: While Reading: Students will be in groups according to literary elements. They will track them as they read the novel. After meeting, discussing, analyzing, and supporting their analysis in teams, they will discuss their elements in a Socratic discussion on the author's choices connecting to the guiding question. The elements will include the following: Themes, Symbolism, Characterization, Setting/Genre, and Style (Syntax/Diction). Students will have to follow the structure of the Socratic method. This will happen at the end of the unit as part of the summative. • As a class, collaborate and create a Newspeak Dictionary of 10-15 words that answers the driving question. The words need to reflect the truth- or lack thereof- in their society and/or what "truths" the society perpetuates. Students must label their dictionary as well. • As a class, create their own "Big Brother is Watching YOU" slogan, with an artistic/physical representation of that society's "Big Brother." Not necessarily reflected in the slogan, but students also need to create their own "Goldstein," as a scapegoat for that society. • As a class, students write and perform a "Two-Minutes Hate," applying their own Newspeak vocabulary and antagonist of society (Goldstein). Students will act out their "Two Minutes Hate" in class. • Individually, students will map their speech for a day, noting their intonations, gesticulations, syntax, and diction to reflect on their own identity and how they utilize language to achieve a means. Students will share their findings, which will hopefully reflect the international context in which they learn (ie, language reflects a culture and context).
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Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>
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M, T, A	<p>Learning Activities <i>Student success at transfer, meaning, and acquisition depends upon...</i></p> <ul style="list-style-type: none"> • Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? <p style="text-align: center;"><u>Theory of Knowledge</u> Unit on Language and Truth: Lesson Plans for Theory of Knowledge</p> <p>* This is for 50-minute class periods</p> <p><i>How do we know what's TRUE?</i></p> <ul style="list-style-type: none"> • Lesson 1: Epistemology PPT: first three slides: Doubt, belief and truth <ul style="list-style-type: none"> ○ 1-2 days ○ READ: "The Mouse Who Ate the Cheese" as class ○ Answer questions 	<p>Progress Monitoring (e.g., formative data)</p> <ul style="list-style-type: none"> • How will you monitor students' progress towards acquisition, meaning, and transfer, during the lesson events? • What are potential rough spots and student misunderstandings? • How will students get the feedback they need? <p>TOK: Monitoring student's progress:</p> <p>* Formative Feedback:</p> <ul style="list-style-type: none"> - Individual feedback in class - Presentations on Infographics - Class discussions - Charts for presentations - Short essays/written work <p>* Summative Feedback</p> <ul style="list-style-type: none"> - TOK Presentation <p>Potential rough spots:</p> <ul style="list-style-type: none"> - Defining "truth" and "language" using theories - Analyzing and researching
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	<ul style="list-style-type: none"> • Lesson 2: Epistemology PPT (continued) <ul style="list-style-type: none"> ○ 1-2 days ○ Epistemology ○ Plato’s Theory of Forms ○ Plato’s Definition of Knowledge • Lesson 3: The Allegory of the Cave <ul style="list-style-type: none"> ○ 1-2 days ○ Deontology vs. Ontology vs. Empiricism • Lesson 4: Shared and Personal Knowledge <ul style="list-style-type: none"> ○ 1-2 days • Lesson 5: Theories of Truth assignment <ul style="list-style-type: none"> ○ Work in groups for 3-4 days ○ Present to class, class takes notes • Lesson 6: Matrix/Truth Essay Assignment <ul style="list-style-type: none"> ○ Watch the Matrix, answer question on Truth ○ Prepare questions that relate to what we’ve learned thus far for <i>The Matrix</i> ○ Short writing essay and discussion on what is truth, using theories and philosophies from class/researched by yourself. <p><i>What are the WOKs?</i> <i>What is language, and how do we define language?</i></p> <ul style="list-style-type: none"> • Lesson 7: WOKs <ul style="list-style-type: none"> ○ 3 days ○ Have students read section on WOKs ○ Students conduct research on chosen WOK ○ Students make infographs on WOKs (you can save this part for later; if you want students to make infographs, do now or after language). • Lesson 8: Language <ul style="list-style-type: none"> ○ 2 days ○ Each student research 2-3 theories on “what is language.” ○ ^ use reputable sources ○ Discussion on what is language ○ Students come to discussion with 1. their own definition of language based on 2. theories and 3. examples from different AOKs (subject areas) to aid their discussion. • Lesson 9: prepare for presentation <ul style="list-style-type: none"> ○ TOK presentation -- go over TOK IB Presentation rubric ○ Have students read in TOK Guide Book what the presentation needs to entail; pages 55-58 in the guide book. They must take notes. <ul style="list-style-type: none"> ▪ Take detailed notes on what's expected for the TOK...what's the criteria? ▪ INCLUDE THE DIAGRAM on page 55! I will not be going over this with 	<p>difficult, profound theories</p> <p>Literature: Monitoring student’s progress: * Formative - Sitting in on group meets for the “Read Like a Professor,” assignment, giving feedback on analysis and support. - Continual feedback on how students explore how language manipulates truth on their slogan, personal dictionary, two-minutes hate, which all lead to their summative newspaper.</p> <p>*Summative Feedback - Students will get 1:1 feedback on drafts of both articles before their final summative submission.</p> <p>Potential rough spots: - possible weak analysis on <i>1984</i>. I will fill in any holes on their analysis. - Two-minutes hate could be potential Stanford Prison Experiment gone rogue.</p>
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you. You're responsible for knowing it yourself.

- Read the [image](#) and copy it. This should be in your notebooks.
- Example of TOK Presentation: <https://www.youtube.com/watch?v=xFzLI8OjirA>
- ^Analyze together as a class while using [guiding notes](#)
- Knowledge Question that everyone must answer: to what extent does **language** manipulate **truth**?
 - Find a [RLS](#) that relates to this question.
 - Include theories and definitions of language
 - Research and deepen own definition of truth
 - Must use the Arts as 1 AOK as evidence, specifically the book *1984*.
 - Other AOK and counterclaim must be totally different and well-researched.
 - [Presentation Graphic Organizer](#)

** Good Example of TOK Presentation on this KQ (this would be for a group of 3; groups of 2 or 1 would be much shorter): [The Power of Language Presentation](#)

** Use [TOK IB Presentation Rubric](#)

IB Literature

Unit on Language and Truth:

Literature Lessons on 1984 Unit

Caveats: I plan on teaching this unit to my 11th grade Literature class in Part 2 for the detailed study, preparing for the IOC&D. The discussions in this unit are to help prepare students for the discussion portion of their IOC&D at HL. SL students will prepare for their IOC with passage analysis from *1984*, and HL will as well as it is a skill for their Paper 1.

Students will read *1984* on their own, not out loud in the class. However, we will complete occasional passage analysis as bell ringers.

*Each Lesson consists of 70 minutes and each week consists of 3 lessons. The unit consists of 6 weeks.

Week 1: Read Part 1 of *1984*

Lesson 1:

- Firestarter: Ask the students the guiding question of

the unit and discuss to what extent does language manipulate truth in present day society. (20 minutes)

- Give assignment of “Reading Like a Professor.” Divide students into groups of 5 under the following elements according to their interest: Themes, symbolism, characterization, setting/genre, and style (syntax/diction). Students will track these literary elements as they read the novel in its entirety and will meet throughout the unit to discuss, analyze, find textual evidence and build their assertions. The final assessment will be a Socratic seminar in week 6 of the unit (20 minutes). Here is the Socratic seminar [handout](#) for students and [rubric](#).
- Truth Police Investigation: (only if students are not investigating truth and knowledge in TOK) Give this [presentation](#) on what is truth to spark their investigation. Through their TOK textbooks, students will investigate what is language (Linguistic Determinism, Confirmation Bias, etc.). Students will present their findings in a modern-day symposium with visuals (art, tech, whatever students need). Students will be assessed with this IB IOP [rubric](#).
- Give students their Truth Police Investigation assignment (20 minutes).

Lesson 2:

Students will work on their Truth Police Investigation for TOK/Read Part 1 in *1984*

Lesson 3:

- Firestarter: *1984* 20-30 line passage analysis and discussion (technically for SL, but all students will complete it). (20 minutes).
- “Reading Like a Professor” group meet, discuss, analyze, and look for textual support (30 minutes).
- Students finish up their Truth Police investigation if necessary; finish reading Part 1 in *1984*

Week 2: Read Part 2 of *1984*

Lesson 4:

- Students present their “Truth Police Investigation,” their investigation into truth and knowledge for TOK (40-60 minutes).

HW: Plant the seed of their own class-made Newspeak

Dictionary that they will collaborate on the next class. Start thinking of ideas.

Lesson 5:

Students collaborating together as a class on their own [Newspeak Dictionary](#) of 10-15 words that answer the driving question. The words need to reflect the “truths”-or lack thereof- their society (real or dystopian for their zine/newspaper) perpetuates. Students must label their dictionary as well like the original. Students may construct their dictionary underground, zine-like, digital, infographic, pocket dictionary, whatever style they think is appropriate. Each word needs a definition and a visual. Best if students use personal art and photography, not Google images. The entire class collaborate on this. Aesthetics and stylistic choices important and will be of the utmost importance. Here is the assignment and [rubric](#).

Lesson 6:

- Students present their dictionary to the class. (20 minutes)
- “Big Brother is Watching YOU” slogan work. Students must create a “Big Brother is Watching YOU,” slogan with an artistic representation of their society’s (real or dystopian) “Big Brother.” They need a visual and ideally the slogan utilizes one/some of their dictionary words. Not necessarily reflected in the slogan, but students also need to create their own “Goldstein” as a scapegoat of their society or dystopian society.

Week 3: Read Part 3 of 1984

Lesson 7:

- Presentation of slogan.
- Fishbowl discussion on Part 2 of 1984 [Information on Fishbowl discussions](#)
- Two Minutes Hate work for lesson 9: As a class, students write and perform a “Two-Minutes Hate,” applying their own Newspeak vocabulary and antagonist of society (Goldstein). Students will act out their “Two Minutes Hate” in class and it needs to reflect the “truths” that their society or fictional dystopian society perpetuates. Students also need to label their “Two Minutes Hate,” and perform it with zeal. Two minutes hate [rubric](#).

Lesson 8:

- Firestarter: 1984 20-30 line passage analysis and

discussion (technically for SL, but all students will complete it).

- “Reading Like a Professor,” group meet on Part 2 in *1984* (20-30 minutes).
- Two Minutes Hate in-class work to present for Lesson 9.

Lesson 9:

- “Two Minutes Hate” execution. Finish reading Part 3 in *1984*.

Week 4

Lesson 10:

- Final group meet for “Reading Like a Professor,” on Part 3 in *1984*.
- Prepare for Socratic seminar on findings. Prepare visual/artistic aesthetic piece.
- Review Socratic structure and [rubric](#).

Lesson 11:

- Summative: Socratic discussion

Lesson 12:

- Firestarter: *1984* 20-30 line passage analysis and discussion (technically for SL, but all students will complete it).
- Go over newspaper assignment, requirements, and how to produce different text types. Here is the assignment and [rubric](#).

Week 5

Lesson 13,14,15: In-class newspaper, article work

Week 6

Lesson 16:

- Summative: Newspaper presentations
- HW: Give “track speech for a day” assignment

Lesson 17:

Students work on their track speech for a day presentation/findings

Lesson 18:

- Present Speech for a Day Findings.
- Final closing fishbowl discussion on the essential question. Students will reflect on this question through their knowledge on truth, knowledge, and *1984*.

