**English Language & Literature 10**

**Shakespeare’s *The Merchant of Venice***

**Assessment: Discrimination Research Speech**

***Key Concept:*** Perspective

***Global Context:*** Fairness and Development

***Statement of Inquiry:***Literature can teach us about fairness and injustice through its portrayal of diverse perspectives.

**GOAL:** To demonstrate an understanding of injustice and discrimination against groups of people in the world, similar to that shown in *The* *Merchant of Venice.*

**AUDIENCE:** You are writing a speech, and your audience is society at large, whom you want to notify of social injustice. Your primary audience are your peers (as you will be presenting these to the class).

**PRODUCT:** You will write a speech about a discriminated group that should be about 5-6 minutes in length (about 1000 words).

**STEPS:**

Choose a group that is currently disenfranchised, discriminated against, or exploited in some way due to factors like race, sexual orientation, sex, age, religion, physical or mental abilities, illness, ethnicity, etc.

Begin research on your chosen area using the search tools I have shown you.

Brainstorm ideas and begin to narrow your focus and come up with a research question. If you are interested in discrimination against women as a topic, you will need to narrow your focus to something like: “How are girls in India disenfranchised, and what are the effects of this?”

Complete EXTENSIVE research on this focus group – **you will need AT LEAST 5 SOURCES** (*primary & secondary*; websites, news and/or magazine articles, reports, scholarly journals, books, interviews…).

Your speech must show an in-depth, multi-faceted understanding of the issues faced by your chosen marginalized group; do not just say “things are unfair for child workers because they are young and are denied freedom” – you must provide examples and expand on what this means for them in terms of opportunities lost, impacts on their futures, their communities, etc., to show that you have thought about your issue in depth and are not just reciting statistics.

**Style/Language:** Remember that speeches are usually used to persuade, and their language is therefore always strong and rich in rhetoric, using a range of literary devices and persuasive techniques (like those learned in class) to convey a clear message to an audience.

**PRODUCT REQUIREMENTS:**

* Your speech must show a deep understanding of the issues faced by your chosen group
* Your speech must be 5-6 minutes long when read aloud (approx. 1000 words)
* Your speech must include research from at least 5 sources, and sources should be varied
* You must submit notes/script and a Works Cited page with your speech

**Visuals:** You may use images to support your speech. Max. 5 slides is allowed, MINIMAL text.

**NOTE:** This is an oral assessment task, so you must remember to project your voice, manage your pace, enunciate, and use eye contact to connect to your audience (part of Criterion D).

**STANDARDS & CRITERIA FOR SUCCESS** (You will be assessed using the following criteria):

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| *MYP criteria:* | *Task-specific clarifications:* |
| **Criterion C: Producing Text**  i.Produce texts that demonstrate insight, imagination, and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement.  ii. Make stylistic choices in terms of linguistic, literary, and visual devices, demonstrating awareness of impact on an audience.  iii. Select relevant details and examples to develop ideas. | **Criterion C: Producing Text**  i.Show insights gained from exploring your chosen topic, including clear time spent considering and reflecting on the issues. Ideas are conveyed in a convincing, well-developed, thought out, and sensitive manner.  ii. Use a clear voice and style in your writing; your thoughts should be clearly presented through powerful wording to engage your audience  iii. Use textual evidence in the form of thorough research of your topic, including a variety of sources and information, such as: statistics, studies, stories/anecdotes, examples, and other relevant details. |
| **Criterion D: Using Language**  i. Use a range of appropriate vocabulary, sentence structures and forms of expression.  ii. Write in a consistently appropriate register and style that serve the context and intention.  iii. Use correct grammar, syntax, and punctuation.  iv. spell and write with accuracy  v. Make effective use of appropriate non-verbal communication techniques | **Criterion D: Using Language**  i. Vary your vocabulary to avoid repetition and to strengthen ideas. Use a range of sentence structures to express your ideas (simple, complex, compound).  ii. Use a formal language register that is suitable to a formal speech presented to an audience of peers/staff  iii. Make sure your sentences are grammatically correct (subjects and verbs agree, consistent verb tense, sentences are all complete thoughts). Check pronunciation of difficult/new terminology.  iv. Check spelling, particularly of names, places, and new terms. Edit your writing for spelling and syntax.  v. Make eye contact with the audience. Enunciate and project: make sure your voice and volume are clear. |