

'Let this end with us': Malala's Nobel Peace Prize Address

From the Director of **WAITING FOR SUPERMAN** and Academy Award® Winner **AN INCONVENIENT TRUTH**

HE NAMED ME MALALA

ONE CHILD, ONE TEACHER, ONE BOOK AND ONE PEN
CAN CHANGE THE WORLD.



FOX SEARCHLIGHT PICTURES in association with IMAGE NATION ABU DHABI and PARTICIPANT MEDIA with NATIONAL GEOGRAPHIC CHANNEL present a PARKES-MACDONALD and A LITTLE ROOM PRODUCTION
A FILM BY DAVIS GUGGENHEIM "HE NAMED ME MALALA" PRODUCED BY IMA MALALA DIRECTED BY JASON CARPENTER EDITED BY THOMAS NEWMAN PRODUCTION DESIGNER ERICH ROLAND EXECUTIVE PRODUCERS GREG FINTON, ACE, BRIAN JOHNSON, BRAD FULLER
PRODUCED BY MUHAMMAD AL MUBARAK MICHAEL GARRIN JEFF SKOLL SHANNON DILL WRITTEN BY WALTER PARKES LAURIE MACDONALD DAVIS GUGGENHEIM
PG-13 PARENTS STRONGLY CAUTIONED SOME MATERIAL MAY BE INAPPROPRIATE FOR CHILDREN UNDER 13
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JOURNEYS IN FILM
educating for global understanding



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About *Journeys in Film*

Founded in 2003, *Journeys in Film* operates on the belief that teaching with film has the power to prepare students to live and work more successfully in the 21st century as informed and globally competent citizens. Its core mission is to advance global understanding among youth through the combination of age-appropriate films from around the world, interdisciplinary classroom materials, and teachers' professional-development offerings. This comprehensive curriculum model promotes widespread use of film as a window to the world to help students to mitigate existing attitudes of cultural bias, cultivate empathy, develop a richer understanding of global issues, and prepare for effective participation in an increasingly interdependent world. Our standards-based lesson plans support various learning styles, promote literacy, transport students across the globe, and foster learning that meets core academic objectives.

Selected films act as springboards for lesson plans in subjects ranging from math, science, language arts, and social studies to other topics that have become critical for students, including environmental sustainability, poverty and hunger, global health, diversity, and immigration. Prominent educators on our team consult with filmmakers and cultural specialists in the development of curriculum guides, each one dedicated to an in-depth exploration of the culture and issues depicted in a specific film. The guides merge effectively into teachers' existing lesson plans and mandated curricular requirements, providing teachers with an innovative way to fulfill their school districts' standards-based goals.

Why use this program?

To be prepared to participate in tomorrow's global arena, students need to gain an understanding of the world beyond their own borders. *Journeys in Film* offers innovative and engaging tools to explore other cultures and social issues, beyond the often negative images seen in print, television, and film media.

For today's media-centric youth, film is an appropriate and effective teaching tool. *Journeys in Film* has carefully selected quality films that tell the stories of young people living in locations that may otherwise never be experienced by your students. Students travel through these characters and their stories: They drink tea with an Iranian family in *Children of Heaven*, play soccer in a Tibetan monastery in *The Cup*, find themselves in the conflict between urban grandson and rural grandmother in South Korea in *The Way Home*, and watch the ways modernity challenges Maori traditions in New Zealand in *Whale Rider*.

In addition to our ongoing development of teaching guides for culturally sensitive foreign films, *Journeys in Film* brings outstanding documentary films to the classroom. Working in partnership with the Rossier School of Education at the University of Southern California, *Journeys in Film* has identified exceptional narrative and documentary films that teach about a broad range of social issues in real-life settings such as famine-stricken and war-torn Somalia, a maximum-security prison in Alabama, and a World War II concentration camp near Prague. *Journeys in Film* curriculum guides help teachers integrate these films into their classrooms, examining complex issues, encouraging students to be active rather than passive viewers, and maximizing the power of film to enhance critical thinking skills and to meet the Common Core standards.

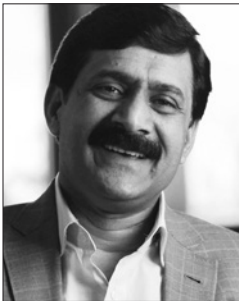


A Letter From Malala and Ziauddin Yousafzai



We hope you enjoy watching *He Named Me Malala*.

We are so happy to be able to share our story with you, and hope it will spark many conversations around the themes presented in the film through this discussion guide.



Many people tell us that our story is unique, but we do not see it that way. This is not the story of one girl but of more than 60 million girls around the world who do not go to school, prevented by poverty, violence, or social norms that do not value girls' education.

While the film tells the story of our family and the difficult journey we have made from our home in Pakistan to our current home in the UK — we hope it sparks a much wider discussion and action to ensure every girl gets a quality secondary education.

You may wonder why we focus on girls' secondary education, and it is this: Adolescent girls are the most likely to drop out of school or miss out on school altogether. They are often under great pressure to leave school to marry or take care of others. Many societies simply do not value girls' education, so they do not invest in girls' schools, and girls are not encouraged to continue their studies. Girls are particularly vulnerable in situations of conflict, which is why we work closely to support refugee girls and girls threatened by violence.

We believe that access to twelve years of free, safe, quality education for every girl benefits all society, not only girls. When girls are educated, they transform their own lives, and those of their families. Basic education enables them to survive but quality secondary education provides girls the wings to fly.

We hope that watching *He Named Me Malala* and using this curriculum will encourage you to raise your voice for girls' education. We all have a role to play — whether we are parents, teachers, or students.

Please stand #withMalala and show your support for the right to education. Every voice counts. On pp. 12–13 we will show how you can get more involved, and suggest ways to encourage others to do so as well. You will also find more information on the Malala Fund website: www.malala.org.

With love and gratitude,

Malala & Ziauddin

Introducing *He Named Me Malala*

When 11-year-old blogger Malala Yousafzai began detailing her experiences in the Swat Valley of Pakistan for the BBC, she had no idea what momentous changes were coming in her life. Her father, Ziauddin, a school founder and dedicated teacher, was outspoken in his belief that girls, including his beloved daughter, had a right to an education. As they continued to speak out against restrictions imposed by extremists, Ziauddin received constant death threats, so many that he began to sleep in different places. But it was Malala who was almost killed, shot in the head by a gunman on her way home from school. Her survival and recovery have been little short of miraculous.

Instead of being cowed by this horrific attack, Malala began to use the international attention she attracted to advocate for the cause of girls' education worldwide. Through her speeches, her autobiography *I Am Malala*, the work of her fund, and her travels to places where girls' education is in crisis, she has continued to focus on the effort to give all girls safe schools, qualified teachers, and the materials they need to learn.

The film *He Named Me Malala* both celebrates her dedication to this cause and gives the viewer insight into her motivation. It begins with an animated portrayal of the teenage folk hero for whom Malala was named, Malalai of Maiwand, whose fearlessness and love of country turned the tide of battle for Afghan fighters. From those opening scenes, live action and animation tell the story of Malala's life before and after the attack. We see her at various times of her life: severely wounded in the hospital, teasing her brothers in her new home in England, giving a speech to the United Nations, teaching a class in Kenya, and more.

Her efforts are ongoing and they are realized through her organization, the Malala Fund, which “empowers girls through quality secondary education to achieve their potential and inspire positive change in their communities.”¹ More about the Malala Fund can be found at www.malala.org/.

DIRECTOR: Davis Guggenheim

SUBJECTS: Malala Yousafzai, Ziauddin Yousafzai, Toor Pekai Yousafzai, Khushal Khan Yousafzai, Atal Khan Yousafzai

PRODUCERS: Walter F. Parkes, Laurie MacDonald, Davis Guggenheim

EXECUTIVE PRODUCERS: Mohamed Al Mubarak, Michael Garin, Jeff Skoll, Shannon Dill

ANIMATION PRODUCER: Irene Kotlarz

ANIMATION DESIGNED BY: Jason Carpenter

MUSIC: Thomas Newman

RUNNING LENGTH: 87 minutes

INSPIRED BY THE BOOK *I Am Malala*





‘Let this end with us’: Malala’s Nobel Peace Prize Address

Enduring Understandings

- Depriving children of education is a way of enslaving them and crippling their potential.
- One individual can speak out and make a difference.
- Shared goals can unite people of diverse cultures.
- A single speech can be so powerful that it can strongly affect future events.

Essential Questions

- What were the main ideas Malala expressed in her Nobel Peace Prize speech?
- How can Malala’s actions and insights, as expressed in the Nobel speech, affect listeners and readers?
- How does Malala use rhetorical devices to convey her ideas?

Notes to the Teacher

The 2012 attack on Malala Yousafzai drew worldwide attention to Pakistan and the Taliban’s brand of fundamentalist Islam. Nightly news programs broadcast her condition and chances for recovery, which at first seemed slim. The poised and articulate young woman we see in the Nobel address makes it clear that she has not only recovered, but remains passionately committed to her beliefs, regardless of danger. Her courage, her vision, her articulateness, her resilience, and her determination have led to celebrity, and she is a sought-after public speaker.

In 2014 she was a co-recipient of the Nobel Peace Prize along with Kailash Satyarthi from India, who has spent much of his life rescuing enslaved children. As Malala mentions in her speech, there is significance in the choice of a Hindu Indian man and a Muslim Pakistani woman to share the prize because of their commitment to children’s rights.

Malala’s Nobel address is neither lengthy nor esoteric. She begins with expressions of gratitude and then states her main purpose: to stand up for children’s right to an education, “one of the blessings of life—and one of its necessities.” She speaks of events that led to the Taliban attack on her in Pakistan. She then asserts her union with children around the world, especially girls, whose wings are clipped by denial of educational opportunities. She voices a commitment to provision of good schools and ends with an impassioned plea for action.



The speech, directed to an international and multi-generational audience, is conversational in tone and incorporates effective rhetorical devices. It includes several allusions and makes effective use of repetition and parallel structures.

Although most people recognize the phrase “Nobel Prize,” students may know little about its significance. This lesson begins with an introduction to its history and nature. Students then view Malala’s Nobel Peace Prize acceptance speech and go on to analyze its content. They learn about rhetorical devices and investigate their use and significance in the speech.

Malala’s speech and this lesson can be used in a variety of contexts, including as an extension of a full unit on her experiences, which demonstrate so much about human potential. The speech can also be used effectively in communication classes as a model of persuasive rhetoric, as well as in writing courses. In addition, Malala’s Nobel address can be a powerful catalyst in service learning, as students look around to see issues in their own schools and neighborhood that need attention.

COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

CCSELA-LITERACYCCRAR.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSELA-LITERACYCCRAR.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSELA-LITERACYCCRAR.8

Determine and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSELA-LITERACYCCRAW.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSELA-LITERACYCCRAW.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSELA-LITERACYCCRASL.3

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

CCSELA-LITERACYCCRASL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.



Lesson

(ENGLISH LANGUAGE ARTS,
SOCIAL STUDIES,
SPEECH/COMMUNICATION)

Duration of the Lesson

Two to three class days, including about 30 minutes to view and read the speech

Assessment

Short essay nominating someone for a school peace prize

Completion of **HANDOUT 2**

Analysis of rhetorical devices in Malala's speech

Paragraph about the impact of rhetorical devices

Participation in small-group and class discussions.

Materials

Video and print copies of Malala's Nobel speech, available at www.nobelprize.org/nobel_prizes/peace/laureates/2014/yousafzai-lecture.html

The video is also available at www.malala.org

HANDOUT 1: WHAT IS A NOBEL PEACE PRIZE?

HANDOUT 2: A CLOSE LOOK AT MALALA'S NOBEL PEACE PRIZE SPEECH

HANDOUT 3: RHETORICAL DEVICES

Procedure

PART 1: The Nobel Peace Prize

1. Ask students to brainstorm what they know about the Nobel Prize. Point out that few awards are as highly prized in terms of both prestige and monetary award. Distribute **HANDOUT 1: WHAT IS A NOBEL PEACE PRIZE?** and ask students to read the information.
2. Conduct a discussion based on the following questions.
 - What makes the responsibility of deciding the winner(s) of the Nobel Peace Prize difficult? (The Swedish committee has to be cognizant of numerous global concerns, which are both complex and diverse, as well as ways individuals and groups attempt to deal with these concerns. Sometimes it may seem as if there are many worthy candidates; at other times, it may seem as if no one is doing anything significant. The committee sometimes faces criticism for its choices, and occasionally decides to make no award in a category in a particular year.)
 - What are some issues or concerns for which a person or group might receive the Nobel Peace Prize today? (Terrorism, global warming, poverty, famine, human trafficking, nuclear weapons, war, societal injustice, abuse of power, air and water pollution) In what way are some of these issues related to peace?
 - If your school decided to award an annual peace prize, what topics or issues might your deciding committee discuss? (Cliques, violence, bullying, graffiti, cafeteria food, neighborhood concerns, etc.)



3. Assign students to write short essays nominating an individual or group in the school for a peace prize. The essays should give specific reasons for the nominations. Provide an opportunity for students to read their essays to the class and discuss them. If a student can think of no deserving candidate within the school, he or she can choose someone from the community.

PART 2: Malala's Nobel Peace Prize Speech

1. If necessary, review background information about Malala Yousafzai. (In 2012 the Pakistani high school student was shot in the head by the Taliban. She had been an enthusiastic and vocal supporter of women's right to education, which the Taliban sought to prohibit. Two years later she was a co-recipient of the Nobel Peace Prize, the youngest winner ever.)
2. Have students view the video of Malala's Nobel Peace Prize acceptance speech (about 30 minutes).
3. Allow a few minutes for students to voice responses (e.g., amazement at her recovery from such a serious wound; observations about the speech itself or about the audience; comments about her poise and facility with language).
4. Distribute print copies of the speech, or have students access it online. Direct small groups to complete **HANDOUT 2**, and explain that it will be used for assessment purposes. Follow with a class discussion.

Suggested Responses:

1. The opening sets a serious and reverent tone. It establishes the speaker's religious commitment.
2. Malala recognizes the audience members in a kind of hierarchical order and emphasizes attitudes of gratitude and a combination of pride and humility.
3. She suggests that the award is not so much for her personally as it is for her as a representative of a cause to which others are equally committed. She seems to suggest that she received the prize not so much for what she has done as for what she represents.
4. Most people would not dispute the necessity of education, especially at the elementary and secondary levels. The ability to read and write is fundamental in our society; a limited education often results in a lifetime of minimum-wage dead-end jobs, as well as societal marginalization. Sometimes education might seem more a duty than a blessing (e.g., the joy of a snow day!); often people do not recognize blessings until they lose them.
5. Malala does not claim to have been particularly brave. Either way, with silence or with speaking out, the consequence seemed to be fatal.
6. In naming friends, she refers to some audience members and to people she knew in Pakistan. This is part of her recognition that the prize is not just for her.
7. She donated the prize money, more than half a million dollars, to the Malala Fund, which is committed to promoting free education for all children, beginning with those in her home country of Pakistan.



Lesson

(ENGLISH LANGUAGE ARTS,
SOCIAL STUDIES,
SPEECH/COMMUNICATION)



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8. Steps are good, but they can be slow. She is urging action of a bigger and bolder scale.
9. She pleads for educational and lifetime opportunities for all children everywhere. The idealism in the conclusion is redolent of Martin Luther King, Jr.'s famous "I Have a Dream" speech. Confronting societal problems requires a certain amount of idealism.
5. To assess the activity, collect the handouts and use students' contributions to the discussion.

PART 3: Analysis of Rhetorical Style

1. Explain that public speakers use many tools common in writing, but they also have the advantages of physical presence, such as tone of voice, gestures, eye contact, and immediate recognition of audience responses. They should exude confidence and poise, as well as a certain amount of authority about the subject at hand.
2. Acquaint the class with the term *rhetorical devices*, and explain that it refers to effective ways to use language in both speech and writing. Distribute **HANDOUT 3**, and have students read the information aloud. Clarify each example. For example, a speech about chemistry might compare the science to a labyrinth. One about politics might allude to *Macbeth*. One might refer to controlled chaos in the school cafeteria.)
3. Ask students to use print or online copies of Malala's speech to identify examples of her uses of rhetorical devices. (Note: Small groups can do this most effectively.)
4. Follow with class discussion.

Sample Responses:

1. Repetition and parallel structures are important devices throughout the speech: "a thirst for education...a thirst for education"; "I am...I am"; "the world can no longer...the world can no longer"; "let this be...let this be."
2. The speech opens with a quotation from the *Qur'an* and includes several allusions, including those to Nelson Mandela and Mother Teresa.
3. The rhetorical device called apostrophe appears in the questions that begin, "Do you not know..."
4. She uses occasional metaphors: "Thank you to my father for not clipping my wings and for letting me fly." "We have already taken many steps. Now it is time to take a leap."
5. It seems contradictory (paradoxical) that we can provide guns but find it difficult to provide books, that we are capable of creating expensive realities like war, but not peace.
6. She makes an anecdotal reference to her grandfather's use of her name.
7. Irony is not dominant in the speech, but may be glimpsed in "let's begin this ending," which really means "let's begin this beginning."
5. Have students write a paragraph in response to the following prompt: What do rhetorical devices contribute to a formal speech? (They provide polish and elegance, establish emphases, enforce the speaker's authority, provide textures/levels of meaning, evoke listeners' interest.)



Extension Activities

1. Examine the Nobel lecture of another Peace Prize recipient such as Kailash Satyarthi (2014), Nelson Mandela (1993), Elie Wiesel (1986), Mother Teresa (1979), or Martin Luther King, Jr. (1964). Write an essay in which you discuss the speaker's main ideas and use of rhetorical devices. The Nobel Prize site provides the Nobel addresses: www.nobelprize.org.
2. Malala Yousafzai was keenly aware of a problem in the world around her—the systemic curtailing of women's rights. She decided not to keep silent, but to speak up and take action. Identify a problem in the world around you, and devise an action plan to address it.
3. Research and report on the purpose and work of the Malala Fund (www.malala.org).
4. Research the use of restrictions of education in order to subjugate people in another context (e.g., antebellum American South, apartheid South Africa, anti-Semitic policies in Nazi Germany). Report on similarities to and differences from Malala's experiences at her home in Pakistan.
5. Write and deliver a persuasive speech about a critical issue that is important to you.
6. Write a letter to Malala in which you respond to her Nobel address. Include at least three references to specific sections or moments of the speech. Such a letter need not be sent, but read instead to the class for feedback.





Handout 1 ► P. 1

What Is a Nobel Prize?

Who was Alfred Nobel?

Alfred Nobel was a 19th century Swedish scientist, inventor, and businessman. One of his inventions, dynamite, was immensely useful in his family's mining business and later, in war and construction. During his lifetime Nobel became immensely wealthy and decided to make his money a bequest to the world by creating international annual awards in physics, chemistry, medicine, and literature, as well as one that would be called a Peace Prize. A sixth prize, funded later by another bequest, is awarded in the area of economics. Over the years the awards have been given both to individuals and groups; sometimes they are shared by two or more winners.

What is the Nobel Peace Prize?

In his will Alfred Nobel said that the Peace Prize was to be awarded "to the person who shall have done the most or the best work for fraternity between nations." It, like the other prizes, was first awarded in 1901. The winner is determined by the Swedish Academy, whose members are selected by the Swedish government. Worldwide, the Nobel Peace Prize is one of the most highly respected awards a person or group can receive. The peace award is given on December 10, the anniversary of Alfred Nobel's death, in Oslo; the prize includes the Nobel medal, a diploma, and a cash award of more than a million dollars, as well as enormous international prestige. The other prizes, which include the same benefits, are given in Stockholm. During years when the Academy believes that no one has measured up to the high purpose of the award, none is given.

Who are some of the most famous recipients of the Peace Prize?

Because the awards are international, many winners are better known in their own regions than in other parts of the world. The academy pays special attention to human rights issues, to resolution of conflict, and to global threats. Here are some previous winners:

In 2007 Al Gore shared the award with the International Panel on Climate Change (IPCC) to recognize efforts to understand and mitigate causes of undesirable climate change.

In 2002 Jimmy Carter, former U.S. President, received the award not so much for his work from the White House as for his ongoing personal efforts to promote peace, human rights, and social development.

In 1994 Yasser Arafat, Shimon Peres, and Yitzhak Rabin shared the award "for their efforts to create peace in the Middle East."

In 1993 Nelson Mandela and Frederik Willem de Klerk shared it for their roles in freeing South Africa from apartheid.

In 1986 the award was won by Elie Wiesel, famous for his work to ensure that the Holocaust will not be forgotten.

In 1979 Mother Teresa, a Catholic nun, received it in recognition of her tireless work and leadership working with the desperately poor and sick in India.



**Handout 1 ▶ P.2**

What Is a Nobel Prize?

What do winners of the Nobel Peace Prize have to do?

Winners are invited for recognition at festivities in Oslo, where they also have the opportunity to address a large international audience in a formal speech. Many winners use the monetary awards to advance causes to which they have dedicated their lives, but this is not required.

Why did Malala Yousafzai and Kailish Satyarthi receive the Nobel Peace Prize in 2014?

The Nobel committee said that the award was “for their struggle against the suppression of children and young people and for the right of all children to education.” As a young teenager, Malala spoke out on the right to education and nearly lost her life as a result. Kailish Satyarthi has spent decades combating child servitude and child labor (which is defined as work that is too difficult or dangerous for children or that interferes with their education and general well-being). He has rescued many enslaved children and created ways to successfully educate and rehabilitate them. Although at opposite ends of the age spectrum, both recipients address the same issue: helping children to reach their full potential.



Lesson

(ENGLISH LANGUAGE ARTS,
SOCIAL STUDIES,
SPEECH/COMMUNICATION)



Handout 2 ► P. 1

A Close Look at Malala's Nobel Peace Prize Speech

Directions:

View the address and examine the text to answer the following questions.

1. Malala opens with a quote from the Qur'an and a translation. What effect does this have?
2. How does the speech begin? What attitudes does she express?
3. In what sense in the Nobel Peace Prize not just for her?
4. Is education both a blessing and a necessity? Why, or why not?



Lesson

(ENGLISH LANGUAGE ARTS,
SOCIAL STUDIES,
SPEECH/COMMUNICATION)



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Handout 2 ► P.2

A Close Look at Malala's Nobel Peace Prize Speech

5. How does she explain the decision to speak out against terrorists despite the danger?

6. She mentions a number of friends by name. Why?

7. What has she decided to do with her Nobel Prize money? Why?

8. "We have already taken many steps. Now it is time to take a leap." What does she mean?

9. For what does she plead at the end? Is her wish idealistic or realistic? Explain.





Handout 3

Rhetorical Devices

Rhetoric is the art of using language effectively in either speech or writing. Literary handbooks list scores of rhetorical devices, which are tools for effective communication and are especially useful when the speaker's goal is persuasion or argumentation. Often these devices are given names that are unfamiliar to the average person. Listed below, in accessible language, are some frequently used tools for effective rhetoric.

After you read the information below, review Malala's Nobel Peace Prize speech. Find and record examples of Malala's uses of rhetorical devices in her speech.

Figurative language

Similes, metaphors, and personification. Creative comparisons to something familiar can add color and sparks of originality that help to keep an audience's interest.

Allusion

A reference to history, art, or literature that is particularly useful with educated audiences. Allusions reinforce the speaker's authority and add texture to the communication.

Repetition

This tool is particularly useful in oral communications to highlight the speaker's main points. For example, the repetition in Martin Luther King's "I Have a Dream" speech continually reinforces his main ideas about his vision for a better future.

Parallel structure

Parallel structure is repetition of a pattern of words and is an important element of many famous and important speeches. One noteworthy example is President John F. Kennedy's injunction, "Ask not what your country can do for you—ask what you can do for your country." Parallel structure adds formality and balance in both speech and writing.

Apostrophe

With apostrophe, the speaker or writer addresses someone or something that is not present, as if that person or thing could respond. For example, a famous poem by John Donne begins, "Death, be not proud."

Anecdote

Anecdotes are short narratives and can be used for a variety of purposes. They help to focus audience attention and sometime incorporate humor.

Verbal irony

Verbal irony makes its point by saying the opposite of what is meant and is frequently used in all levels of communication. For example, a series of interruptions and inconveniences might lead a person to exclaim, "Oh, great!" or "Yeah, right!" when he or she means the exact opposite.

Hyperbole and understatement

These two opposites can be used to make a point. Hyperbole is exaggeration. For example, "She was grinning from ear to ear." The speaker means that the girl or woman had a very wide smile. Understatement says less than one means. For example, "I was a little disappointed when the flood washed my house away."

Paradox

A paradox is an apparent contradiction that is nonetheless true. Examples: "The pen is mightier than the sword." "Truth is stranger than fiction."





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