**Outline Guide For TOK Oral Presentation**

This should be done prior to completing the TOK Presentation Planning Document. After completing this outline, you should be able to copy & paste and/or summarize text written here to that document.

**INTRODUCTION:**

*Our main Knowledge Question is:*

* How does language allow people to manipulate information to their advantage?

*Our real life situation that got us thinking about our main Knowledge Question is:*

* Our main real life event that we will be linking our knowledge questions to is 9/11, when the plane crashed into the twin towers on 11 September 2001. Other real life situations or objects that we will relate our knowledge issues around, for examples, are the Steubenville rape trial, drawings of North Korean prisons from a North Korean defector, TIME Magazine covers, and Howard Zinn’s textbook *A People’s History of the United States*. However, these are not the only ones we will use. We will use other events, personal events, and examples from the TOK textbook *Theory of Knowledge for the IB Diploma* by Richard van de Lagemaat.

**BODY:**

**1. *First Secondary Knowledge Question:***

* How is emotion used to create divisions and hatred between people?

*Claims/Contrasting Claims/Different Perspectives on First Secondary Knowledge Question:*

* Emotion impacts language. Through aroused emotions, language, another way of knowing, is distorted, causing biased language that conforms to the emotion.
* Language impacts emotion. Emotions are aroused because by being exposed to only one side of the story, you only know one side of the story. This also relates to perception. Emotions develop which are biased towards one side.

*How is each Claim/Contrasting Claim/ Different Perspective Supported by what we learned in the TOK textbook, classroom materials and activities, and class discussion?*

* President H. W. Bush’s speech wanting to wage war on Iraq. He said that Iraq raided Kuwaiti hospitals and “killed babies”, however it was false.
* Pg. 153 of TOK textbook “Emotive language” based on “biased perception”
* “Strong emotions can sometimes distort the three other ways of knowing.” Pg. 151 (TOK textbook)

*What are examples and stories that can help illustrate the claims and different perspectives you discuss for this secondary knowledge question?*

* When people, including myself, talk about their family, our emotions toward them changes the way we talk about then. For example, when a person’s dad buy them something, they’re happy and say things, “I love my dad so much!” but if their dad doesn’t get them the thing, then they’re angry and say things like “I hate my dad!”
* After 9/11, there was a widespread hatred of Muslims. Language sparked emotions this time. Through language, they were only portrayed one way, the people who destroyed the twin towers. As a result, the language created emotions.

*How does learning about this second knowledge question help contribute to your understanding the main Knowledge Question and a possible response to it?*

* Through language, emotions can be created that create bias.

*How is this secondary Knowledge Question connected to your Real-Life Situation?*

* See above for real life story.

**2. *Second Secondary Knowledge Question:***

* How can holding back information impact people’s perception?

*Claims/Contrasting Claims/Different Perspectives on Second Secondary Knowledge Question:*

* Perception allows people to visualized objects or other thing so that we can view them carefully and comprehend on what’s happening.
* Perception is limited to what we are shown, so that we will only know one side of the full story.

*How is each Claim/Contrasting Claim/ Different Perspective Supported by what we learned in the TOK textbook, classroom materials and activities, and class discussion?*

* “Our expectation can also influence how we see things.” (page 90)
* “Perception is an important source of knowledge…we need to be cautious for the misinterpreting what we see or fail to notice something.” (page 95)

*What are examples and stories that can help illustrate the claims and different perspectives you discuss for this secondary knowledge question?*

* WWII Propaganda
* Steubenville Rape trial

*How does learning about this second knowledge question help contribute to your understanding the main Knowledge Question and a possible response to it?*

* *The way we communicate our language can be influenced by the way we view an idea.*

*How is this secondary Knowledge Question connected to your Real-Life Situation?*

* When Americans saw the destruction that the Muslims caused at the twin towers and the other buildings they crashed in, it affected the way Americans spoke about the Muslims and how they spread hatred words against them.

**3. *First Linking Question:***

* How has history been created in a way where only one side of the story is acknowledged?

*Claims/Contrasting Claims/Different Perspectives on First Linking Question:*

* History allows us to learn and communicate what happened in the past in order to understand how the present is impacted from it.
* History can be told by inaccurately communicating the information which could misinterpret its real meaning.

*How is each Claim/Contrasting Claim/ Different Perspective Supported by what we learned in the TOK textbook, classroom materials and activities, and class discussion?*

* cubist history pg 314 in TOK Textbook

*What are examples and stories that can help illustrate the claims and different perspectives you discuss for this first linking question?*

* (Carolina) In elementary school we had a small soccer competition and the winning team only talked about their glorious win.

*How does learning about this First Linking Question help contribute to your understanding the main Knowledge Question and a possible response to it?*

* By learning about how history was created, it can help us understand how and why people changed the meaning of their words when describing about the past.

*How is this First Linking Question connected to your Real-Life Situation?*

* 9/11 is a historic event that has different perspectives depending on how people and the media talked about the topic.

**4. *Second Linking Question:***

* Why are religious beliefs used to portray others as wrong or to make others inferior?

*Claims/Contrasting Claims/Different Perspectives on second Linking Question:*

* Religion is an escape and a good way to direct your beliefs and moral judgments.
* Religion suppresses others and makes other beliefs feel inferior.

*How is each Claim/Contrasting Claim/ Different Perspective Supported by what we learned in the TOK textbook, classroom materials and activities, and class discussion?*

*What are examples and stories that can help illustrate the claims and different perspectives you discuss for this second linking question?*

* (Alfonso) I remember when my friend first came out, while many people were supportive, there was a girl on his color guard team who refused to work with him or talk to him except to tell him that he’s wrong and he’s “going to hell”.
* Abortion

*How does learning about this second Linking Question help contribute to your understanding the main Knowledge Question and a possible response to it?*

* Religious beliefs can be implemented into language, especially if it’s in favor of the religion that the majority are, allowing people to manipulate others to agree with them.

*How is this second Linking Question connected to your Real-Life Situation?*

* After 9/11 there was a widespread hatred of Islam, or Muslim people, who practiced the religion. Catholic beliefs were “shoved down their throats” and, despite being a “good religion”, was used for hate.

**5. *Third Linking Question:***

* How can showing a piece of art work influence the human mind?

*Claims/Contrasting Claims/Different Perspectives on third Linking Question:*

* The mind creates the art that is made.
* Art influences the way the human mind thinks

*How is each Claim/Contrasting Claim/ Different Perspective Supported by what we learned in the TOK textbook, classroom materials and activities, and class discussion?*

* “Work of art is made by someone with the intention of evoking a response in the audience.” (pg. 331)
* “Art have traditionally claimed a right to our thoughtful attention, we need to spend some time exploring their nature and value.” (Pg. 330)

*What are examples and stories that can help illustrate the claims and different perspectives you discuss for this third linking question?*

* Amy ( lying about what I saw in a fight )

*How does learning about this third Linking Question help contribute to your understanding the main Knowledge Question and a possible response to it?*

* If we see a piece of art, then it can determine the method of how we speak and describe it, which could change its real meaning.

*How is this third Linking Question connected to your Real-Life Situation?*

* Art that was created during that time could have change the way people viewed and talked about the attackers.

**CONCLUSION:**

*What is your answer to your Main Knowledge Question and what implication does it have for your real-life situation?*

We believe that, in general, people manipulate information to their own gain. In regards to language, we believe that the way people utilize language is always to their advantage, whether it causes damage to another people or not. This has been seen throughout history: we only see one side of the story and rarely get the entire perspective. But language manipulation is not restricted to just the past; we see it every day in our lives and even use it ourselves. We also believe that emotions are utilized to spark divisions between people. People’s emotions are manipulated to create bias between groups of people, and as a result, misunderstandings and hatred between groups. Lastly, we believe that the way we see things affects the ways that we interpret them. It is harmful way to make others believe something by making them see differently.