

Year 8 Term 3: Dissenting voices'

To **dissent** means to **express an opinion that is different to most people in society or to those in power**. Last term we looked at what makes a fair, civilised society. Well, without people voicing their dissent, that will never be achievable.

This term, you will be exploring how speakers voice their **dissent**.

You will read an **anthology** (a collection) of speeches and prose extracts (fiction & non-fiction) to 'hear' some of those voices.

Conventions of a Speech

- **Start with a greeting / end with a farewell** such as "Good morning Year 8" / "Thank you for listening, Year 8".

Imperative verbs: bossy verbs e.g. 'stop'

Appeal: using words like 'we', 'our' 'us' to include the audience

Modal verbs: verbs that show possibility or necessity e.g. can, must, should, will

Alliteration: words placed next to each other with the same sound

Figurative language: similes and metaphors

Opinion: giving your view or belief

Repetition: repeating certain words and phrases for effect

Emotive language: language used to make the audience feel a certain emotion

Statistics and facts: true information that can be proven

Triadic structure: listing words or phrases in 3s

Exaggeration: making something sound worse or better than it really is

Rhetorical question: a question that doesn't need an answer

Key vocabulary

- **Discrimination:** unfair treatment of people based on categories such as - race, sex, disability, ethnicity, sexuality, faith.
- **Rights:** legal, social and ethical principles of freedom or entitlements e.g. the right to vote or freedom of speech.
- **Activist:** a person who campaigns to bring about social or political change.
- **Democracy:** a system of government where people can freely choose their government by voting for it.
- **Protest:** express strong objection, individually or within a large organised group.
- **Equality:** fairness, being treated the same as others, having access to the same opportunities.

Speeches

A speech is a formal address delivered to a audience. People use speeches to express ideas or to persuade listeners to feel a particular way.



- **Emmeline Pankhurst** – British **suffragette leader** who, sometimes using "militant" tactics, fought for **women's right to vote**.
- **Martin Luther King Jr** – American **civil rights leader** who **peacefully** pushed for **equal treatment of African Americans**.
- **Harvey Milk** – American **politician and gay rights activist** who campaigned for **equal rights for the gay community**.
- **Emma Watson** – British **actor and UN Goodwill Ambassador** who campaigns for **equal rights for people of all genders**.
- **Greta Thunberg** – Swedish **environmental activist** who calls for **immediate action to address climate change**.

Fiction

• **Oliver Twist** – an extract from Charles Dickens' novel illustrates the **poor treatment of young children** in Victorian workhouses.



• **Invisible Man** – an extract from Ralph Ellison's novel reveals the **effects of society's discrimination on African Americans**.

• **I Am Malala** – an extract from Malala Yousafzai's autobiography, which describes when she was shot for campaigning for **women's right to education**.



Non-fiction key words

- **Tone:** the attitude of a writer e.g. sarcastic, sympathetic.
- **Purpose:** the reason the writer is writing the text e.g. to persuade, argue, advise.
- **Audience:** the intended group the text is directed at.
- **Writer's perspective:** the viewpoints and beliefs of the writer.

Term 1 Sentences and Grammar Recap

- **Pronoun Power**
They watched. *They* waited.
They knew I didn't belong here.
- **Lightning List**
The forest gave me **silence, shade, secrets, solitude.**
- **Relentless Rhythm**
I ran through the trees **and** over the roots **and** past the shadows **and** into the unknown.

Term 2 Sentences and Grammar

- **Comparative, More, More Sentence**
Every step forward, the darkness grew deeper, more complete, more worrying.
- **The So So Sentence**
There was the faintest glimmer of light, so small, so distant, it didn't seem to exist.
- **Never Did Than**
Never did a place so disturb me, than this alien, lifeless place.

Perfect Paragraph

Answer Sentence: Start with a clear sentence that answers the question.
Evidence: Include a short quote from the text to support your answer.
Inferences & Connotations: Explain what the quote means and what feelings or ideas it suggests.
Techniques: Name any writing techniques the author used (like language, structure, or form).
Effect of Techniques: Explain how these techniques make the writing powerful or interesting.