

# 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".
- **Figurative language** is the use of imagery, metaphors, similes, etc to make difficult ideas clear to understand and/or relatable.
- **Repetition** of key ideas / images to reinforce/emphasise a message.
- **Anaphora** is the repetition of a word or phrase at the **start** of a clause or sentence, again for emphasis.
- **Listing** to suggest positives, negatives, etc.
- **Juxtaposition** to emphasise differences.
- It's all about the **pronouns**, particularly **direct address** ('you') + singular 'I' becomes **plural** 'we' / 'us' to convey unity.
- **Modal verbs** such as 'can' to suggest possibility and 'will' to suggest certainty.
- **Rhetorical questions** are often worded so that you have to agree and **hypophora** (question & answer) allows the speaker to demonstrate that they have a solution to a problem.

<b>Ethos</b>	<b>Trust:</b> Why should we listen to the speaker?
<b>Pathos</b>	<b>Emotion:</b> Does the speaker make us feel sad, angry, or hopeful?
<b>Logos</b>	<b>Logic:</b> Does the speaker use facts, evidence, or clear reasons?

# Speeches

- **John Ball** – English **priest** who rebelled against **low pay/harsh taxation of the poor**.
- **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**.

## Key Non-fiction Terms

- **Counter-argument:** an argument against another argument, idea or suggestion.
- **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.

## Universal Themes

- **Injustice and inequality**
- **Gender and autonomy**
- **The power of voice**
- **Civil rights**
- **Resistance against oppression**
- **Protection of the vulnerable & the future**

# Prose

- **Oliver Twist** – an extract from Charles Dickens' novel illustrates the **poor treatment of young children** in Victorian workhouses.
- **A Nightly Scene in London** – an article from Dickens' weekly magazine exposes the **suffering of the homeless** in London.
- **A Room of One's Own** – an essay by Virginia Woolf argues that women need money and space to be given **equal artistic opportunities**.
- **Invisible Man** – an extract from Ralph Ellison's novel reveals the **effects of society's discrimination on African Americans**.
- **The Color Purple** – an extract from Alice Walker's novel depicts how the protagonist reacts to **domestic abuse**.
- **I Am Malala** – an extract from Malala Yousafzai's autobiography, which describes when she was shot for campaigning for **women's right to education**.

## 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.
- **Egalitarian:** a belief that all people are equal and deserve equal rights and opportunities.
- **Social Reform:** The improvement of what is wrong, corrupt, or unsatisfactory in society.
- **Marginalised:** To be treated as insignificant / side-lined.
- **Patriarchy:** A system of society or government in which men hold the power.
- **Didactic:** Intended to teach a lesson / give instruction.

## 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.*
- ❖ **Asyndetic listing:** A list without conjunctions e.g. 'old, decaying, broken, scratched'
- ❖ **Polysyndetic listing:** A list using consistent conjunctions e.g. 'old and decaying and broken and scratched'
- ❖ **Pronouns:** words that replace a noun. E.g. he, him, them, us, I
- ❖ **Adjectives:** a word that describes a noun or pronoun: E.g. "big", "boring", "purple", and "obvious"
- ❖ **Adverbs:** a word that describes or gives more information about a verb, adjective, adverb, or phrase. E.g. 'cheerfully', 'quickly', 'next week', 'extremely'

## IAMAFORESTER Techniques

Technique	Definition	Example
<b>Imperative verbs</b>	Verbs that give a <b>direct command</b> or instruction.	'Buy now!' 'Sign up today.'
<b>Appeal</b>	Using words like 'we', 'our', 'us' to include the reader/audience.	We all must act now!
<b>Modal verbs</b>	<b>Helper verbs</b> that show the <b>possibility, necessity, or certainty</b> of something happening.	'Must,' 'should,' 'could,' 'might,' 'will,' 'can.'
<b>Alliteration</b>	The <b>repetition of the same sound</b> at the beginning of words close to each other.	'Fierce fire flew.'
<b>Figurative language</b>	Using words or expressions that are <b>not meant to be taken literally</b> to create a clearer, more powerful image.	Includes <b>similes, metaphors, and personification.</b>
<b>Opinion</b>	A <b>personal belief or judgment</b> that isn't necessarily based on fact.	'This is the <b>best</b> movie ever made.'
<b>Rhetorical question</b>	A question asked purely to <b>make a point</b> or create a dramatic effect, not to get an actual answer.	'Can we really afford to wait?'
<b>Emotive language</b>	Words chosen specifically to <b>create a strong emotional reaction</b> in the reader (like anger, joy, or sadness).	Using words like ' <b>tragedy,</b> ' ' <b>evil,</b> ' or ' <b>delightful.</b> '
<b>Statistics</b>	<b>Numerical facts</b> or data used as evidence to make an argument seem more reliable.	'75% of users prefer this product.'
<b>Triadic structure</b>	Presenting <b>three related words or phrases</b> in a list to emphasise a point or make it memorable (often called the 'rule of three').	'Faster, cheaper, and safer.'
<b>Exaggeration</b>	Overstating something or making it seem <b>much more important or dramatic</b> than it actually is.	'I've told you a million times!'
<b>Repetition</b>	<b>Repeating a word, phrase, or idea</b> more than once for emphasis.	' <b>Never</b> give up, <b>never</b> surrender, <b>never</b> stop trying.'

## Term 2 Sentences and Grammar Recap

- **More, More, More Sentence / Less, Less, Less Sentence**  
*The less the light trickled through, the less it caught the thin branches, the less it touched the oddly shaped rocks at the feet of the trees.*
- **Comparative, More, More Sentence**  
*Every step forward, the darkness grew deeper, more complete, more worrying.*
- **Not, Nor, Nor Sentence**  
*Not a single animal, not the rabbits I had seen on the meadow, nor the mice whispering in the grass, nor even the spiders and beetles came so deeply into the forest's reach.*
- **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
- Embedded evidence
- Inferences
- Techniques (language, structure, form)
- Effect of techniques
- Reader response