

**Class Discussion**

**What is equality?**

What leads to some people having more power than others?

What can be exciting about living in a multi-cultural society?

Where in the world do we see a lack of equality?

Can you think of any examples where freedom and equality have been challenged?

**ASSERTION:**

We are all born equal.

Agree or disagree?  
Evidence:

Agree or disagree?  
Evidence:

**ASSERTION:**

We should all have the right to freedom.

Agree or disagree?  
Evidence:

Agree or disagree?  
Evidence:

**ASSERTION:**

We all have a responsibility to fight for the freedom of all.

Agree or disagree?  
Evidence:

Agree or disagree?  
Evidence:

**Key words and Vocabulary**



KEY TERM	DEFINITION	KEY TERM	DEFINITION
<b>justice</b>		<b>tolerance</b>	
<b>vindication</b>		<b>enfranchisement</b>	
<b>diverse</b>		<b>dialect</b>	
<b>identity</b>		<b>repetition</b>	
<b>prejudice</b>		<b>extended metaphor</b>	
<b>intimidate</b>		<b>symbolism</b>	
<b>egalitarianism</b>		<b>anaphora</b>	
<b>trope</b>		<b>rhetoric</b>	

# English – Freedom and Injustice

## Themes

In this unit, students will study a range of texts from writers whose voice has spoken up for justice and diversity, such as Maya Angelou, Martin Luther King and Caleb Femi. Students explore the power of rhetoric and the influence it can have. Through links with drama, students write a rhetorical speech.

## Texts explored

A range of text types will be explored, including **non-fiction (autobiographies, speeches and essays)** as well as **poetry**. We will study *I Know Why the Caged Bird Sings* and *Still I Rise* by Maya Angelou, *I Have a Dream* by Martin Luther King Jr, *A Guide to Being Black* by David Olesoga and *Thirteen/Coping* by Caleb Femi

## Grammar and Punctuation

**Main clause** – a clause that has a subject and a verb (and can also have an object)

**Subordinate clause** – a clause that often starts with a subordinating conjunction and does not make sense on its own. It needs a main clause to make sense

**Fragments** – a group of words that lacks a subject, a verb, or a complete thought but is punctuated and acts as a complete sentence

**Dashes** – show a connection between two things or replace more commonly used punctuation. Dashes emphasise information, show breaks or changes in thought, and connect related ideas in a sentence.

**Semi colons** – used to link 2 phrases that are closely related in meaning. These must both make sense on their own and would work as separate sentences.

**Ellipsis** - an ellipsis is a punctuation mark made up of three dots (...). An ellipsis is used to show an omission of a word or words (including whole sentences) from a text or to create a pause for effect.

## Key Vocabulary

KEY TERM	DEFINITION	KEY TERM	DEFINITION
<b>justice</b>	just behaviour or treatment	<b>tolerance</b>	willingness to accept behaviour or beliefs different to one's own
<b>vindication</b>	the act of clearing someone of blame or suspicion	<b>enfranchisement</b>	the right to privilege, especially the right to vote
<b>diverse</b>	including or involving people from a range of different social and ethnic backgrounds and of different genders etc.	<b>dialect</b>	a particular form of language specific to a region or group
<b>identity</b>	who or what a person is	<b>repetition</b>	a word or phrase that is repeated/stated again
<b>prejudice</b>	a preconceived opinion not based on reason or experience	<b>extended metaphor</b>	a metaphor that unfolds across multiple lines or paragraphs of a text
<b>intimidate</b>	frighten or overawe someone, especially to get them to do something	<b>symbolism</b>	the use of symbols to represent ideas or qualities
<b>egalitarianism</b>	the view that all people are equal and deserve the same rights and opportunities	<b>anaphora</b>	the repetition of a word or phrase at the beginning of successive clauses
<b>trope</b>	a symbol or pattern that is used to represent something such as a caged bird representing slavery	<b>rhetoric</b>	the art of persuasion

