

 **Independence:**

**SLAT English Literature** -Student **Booklet**

KS4

**AQA Poetry Anthology: Power and Conflict**

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**I. Poetic Techniques -** Multiple Choice Quiz

1. Which of the following poetic techniques affect the sound of a poem when we say it? Select all that apply.
2. Alliteration
3. Simile
4. Hyperbole
5. Rhyme
6. Describe the effect of *Caesura* in a line of poetry.

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1. What defines a regular or rigid form?

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1. Select the correct definition for free *verse*.
2. Poetry that rhymes
3. Poetry that has a regular rhythm or line length
4. Poetry that doesn’t rhyme and has no regular rhythm or line length
5. Name three poetic devices:
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. What is a stanza in poetry?

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1. Select the correct definition for *structure:*
2. Using sound to convey an idea.
3. The order and arrangement of ideas
4. The tone of the poem
5. What defines a simile?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What two things define a *rhyming couplet?*
2. Lines that are next to each other in the poem
3. A pair of rhyming lines
4. They must be at the end of the poem.
5. Give an example of personification

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Colloquial language is:
2. Common every day language such as ‘mate’.
3. The correct pronunciation, sometimes known as Standard English
4. Pronouncing the words as they are phonetically spelt
5. Dramatic monologues have:
6. Two speakers
7. No speaker
8. One speaker or voice
9. Caesurae can be used to:
10. Create an image
11. Create flow
12. Create pauses in the poem
13. Repetition can be used for:
14. Rhythm
15. Pauses
16. Emphasis
17. Enjambment effects the:
18. Form of the poem
19. Flow of the poem
20. Language used in the poem
21. To create images in the reader’s mind, poets use (Tick all that apply):
22. Sensory language
23. Personification
24. Rhyme

1. Repeated sounds affect the poem’s (tick all that apply):
2. Tone and Mood
3. Structure and form
4. Rhythm
5. Metaphors and Similes add:
6. Mood and Tone
7. Description and imagery
8. Rhythm and Rhyme
9. Phonetic spellings can show a poet’s:
10. Accent or dialect
11. Feelings
12. Emotions

1. Direct address is used to:
2. Create vivid images
3. Inform us about a relationship
4. End the poem

**II Linking to Themes** Comparison

*For each table you need to write out which poems from the AQA Power and Conflict cluster can be considered under each Theme. Some of the poems will fall under many of the themes whereas others may only be considered under one or two. Delve into the small and less obvious themes as well as the obvious. The number of poems expected to appear under each theme is a guide to how many you should be looking for.*

1. Which poems from the cluster explore the **Effects of Conflict?**

|  |  |
| --- | --- |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |
| **7** |  |

1. Which poems from the cluster explore the **Power of Humans?**

|  |  |
| --- | --- |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |

1. Which poems from the cluster explore the **Power of Nature?**

|  |  |
| --- | --- |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |

1. Which of the poems explore **the harsh realities of conflict?**

|  |  |
| --- | --- |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |

1. Which of the poems explore the theme of **loss**?

|  |  |
| --- | --- |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |

1. Which of the poems explore the theme of **memories and the past**?

|  |  |
| --- | --- |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |
| **7** |  |

1. Which of the poems explore **Negative Emotions**?

|  |  |
| --- | --- |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |
| **7** |  |
| **8** |  |
| **9** |  |
| **10** |  |

1. Which of the poems explore the theme of **identity**?

|  |  |
| --- | --- |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |
| **7** |  |

1. Which of the poems explore the theme of **the individual**?

|  |  |
| --- | --- |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |
| **7** |  |
| **8** |  |

**III Exploring poetry and making links** Quiz

**Quiz One**

|  |
| --- |
| **Storm on the Island****Seamus Heaney**<https://genius.com/Seamus-heaney-storm-on-the-island-annotated> |

1. Write a brief summary, no more than 3 sentences, explaining what this poem is about:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. For each of the techniques below say how it is used in this poem and what the effect is:

|  |  |  |
| --- | --- | --- |
| **Technique** | **Example in the poem** | **Effect**  |
| ***Structure*** | *‘But no:’* | *This line marks the turning point between the moment’s preparation and calm before the storm and the more aggressive language used once the storm hits.* |
| ***Direct address*** |  |  |
| ***Violent Imagery***  |  |  |
| ***Form*** |  |  |
| ***Use of forceful sounds***  |  |  |

1. Which themes are included in this poem? Colour in or circle all that apply:

|  |  |  |  |
| --- | --- | --- | --- |
| **Effects of Conflict** | **Power of Humans** | **Power of Nature** | **The harsh realities of conflict** |
| **Loss** | **Memories and the past** | **Negative Emotions** | **Identity** |
| **The individual** |

**Quiz Two**

*Read the poem carefully and answer the questions about the poem. The more detailed your answer, the more likely you are that your analysis and response to the poem will meet the requirements for the higher bands in the mark scheme.*

|  |
| --- |
| **Bayonet Charge** **Ted Hughes**[**https://genius.com/Ted-hughes-bayonet-charge-annotated**](https://genius.com/Ted-hughes-bayonet-charge-annotated) |

1. What does the title of the poem suggest?
2. Read the whole poem. What are your first impressions?
3. What is the overriding emotion of the poem?
4. Consider the form: Hughes uses enjambment and lines of uneven lengths. How does this link to the theme of the poem?
5. Why has Hughes chosen to use a pronoun when referring to the soldier rather than naming him?
6. Explore the structure of the poem. What is the effect of the three very separate stanzas? What happens in each stanza?
7. Find examples of violent imagery in the poem. What is the importance of this? What effect does it have?
8. Look at Line 10. What is Hughes emphasising and implying in this line?
9. Find a simile. What image does it create?
10. Look carefully at line 20. Why is this line powerful? What is it implying about war?

**Which themes are included in this poem? Colour in or circle all that apply:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Effects of Conflict** | **Power of Humans** | **Power of Nature** | **The harsh realities of conflict** |
| **Loss** | **Memories and the past** | **Negative Emotions** | **Identity** |
| **The individual** |

**Quiz Three**

**Remains**

**Simon Armitage**

<https://genius.com/Simon-armitage-remains-annotated>

1. Write a brief summary, no more than 3 sentences, explaining what this poem is about:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. For each of the techniques below say how it is used in this poem and what the effect is:

|  |  |  |
| --- | --- | --- |
| **Technique** | **Example in the poem** | **Effect**  |
| ***Tone*** |  |  |
| ***Form*** |  |  |
| ***Imagery*** |  |  |
| ***Chatty/informal Language***  |  |  |
| ***Repetition*** |  |  |

1. Which themes are included in this poem? Colour in or circle all that apply:

|  |  |  |  |
| --- | --- | --- | --- |
| **Effects of Conflict** | **Power of Humans** | **Power of Nature** | **The harsh realities of conflict** |
| **Loss** | **Memories and the past** | **Negative Emotions** | **Identity** |
| **The individual** |

**Quiz Four**

|  |
| --- |
| **Poppies** **Jane Weir** <https://genius.com/Jane-weir-poppies-annotated> |

1. Read the whole poem. What is this poem about?
2. What are your first impressions?
3. What effect does the first person narrative have?
4. Consider line 3-6: what effect does this long sentence have?
5. Find examples of sensory language. How does this help to emphasise the mother’s feelings?
6. Look again at line 22 – how does this image of the son contrast with the mother?
7. Find an example of war imagery, what effect is created?
8. Do you think the son is still alive or not? Why?
9. Look again at lines 15-16. What are these lines referring to and what effect does it have?
10. How does the title relate to the poem?

**Which themes are included in this poem? Colour in or circle all that apply:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Effects of Conflict** | **Power of Humans** | **Power of Nature** | **The harsh realities of conflict** |
| **Loss** | **Memories and the past** | **Negative Emotions** | **Identity** |
| **The individual** |

**Quiz Five**

|  |
| --- |
| **War Photographer****Carol Ann Duffy**[**https://genius.com/Carol-ann-duffy-war-photographer-annotated**](https://genius.com/Carol-ann-duffy-war-photographer-annotated) |

1. Write a brief summary, no more than 3 sentences, explaining what this poem is about:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. For each of the techniques below say how it is used in this poem and what the effect is:

|  |  |  |
| --- | --- | --- |
| **Technique** | **Example in the poem** | **Effect**  |
| ***Form*** |  |  |
| ***Structure*** |  |  |
| ***Religious Imagery*** |  |  |
| ***Emotive Language*** |  |  |
| ***Contrasts*** |  |  |

1. Which themes are included in this poem? Colour in or circle all that apply:

|  |  |  |  |
| --- | --- | --- | --- |
| **Effects of Conflict** | **Power of Humans** | **Power of Nature** | **The harsh realities of conflict** |
| **Loss** | **Memories and the past** | **Negative Emotions** | **Identity** |
| **The individual** |

**Quiz Six**

|  |
| --- |
| **Tissue** **Imtiaz Dharker** <https://genius.com/Imtiaz-dharker-tissue-annotated> |

1. Read the whole poem. What is this poem about?
2. What are your first impressions?
3. What effect do the short stanzas have?
4. Consider the final line. Why does it stand alone? What effect does this have?
5. Find examples of language related to light. How is light presented by the poet?
6. Look again at line 22 – how does this image of the son contrast with the mother?
7. Look again at line 21. What is the poet referring to and how does it fit with what has come before?
8. Find the shift from talking about paper to talking about humans. What effect does this have?
9. Look again at lines 11 & 35. What effect does this have?
10. How does the title relate to the poem?

**Which themes are included in this poem? Colour in or circle all that apply:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Effects of Conflict** | **Power of Humans** | **Power of Nature** | **The harsh realities of conflict** |
| **Loss** | **Memories and the past** | **Negative Emotions** | **Identity** |
| **The individual** |

**Quiz Seven**

|  |
| --- |
| **The Emigree** **Carol Rumens** <https://genius.com/Carol-rumens-emigree-annotated> |

1. Read the whole poem. What is the poem about? What are your first impressions?
2. Read the opening sentence. What is the tone of this line? Is it an effective opening?
3. The last stanza has a lot more punctuation that the first two. What might this represent?
4. Consider the last word in each stanza. What is the effect of this repetition?
5. Look for lines or language that suggest the poet’s memories aren’t accurate. What effect do these have on our overall view of the poem and the poet?
6. Find examples of personification. What effect does this technique have?
7. Look again at lines 23-25. Who might the poet be referring to? What is the effect of repetition in these lines?
8. Look at lines 17 & 18. How does the mood in these lines contrast?
9. Explore lines 12 and 13. What technique/s can you see here? What is the effect?
10. What does the title mean and how does it relate to the poem?

**Which themes are included in this poem? Colour in or circle all that apply:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Effects of Conflict** | **Power of Humans** | **Power of Nature** | **The harsh realities of conflict** |
| **Loss** | **Memories and the past** | **Negative Emotions** | **Identity** |
| **The individual** |

**Quiz Eight**

|  |
| --- |
| **Kamikaze** **Beatrice Garland** <https://genius.com/Beatrice-garland-kamikaze-annotated> |

1. Write a brief summary, no more than 3 sentences, explaining what this poem is about:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. For each of the techniques below say how it is used in this poem and what the effect is:

|  |  |  |
| --- | --- | --- |
| **Technique** | **Quote/Example** | **Effect**  |
| ***Form*** |  |  |
| ***Structure***  |  |  |
| ***Irony*** |  |  |
| ***Direct Speech*** |  |  |
| ***Nature*** |  |  |
| ***Detailed description*** |  |  |

1. Which themes are included in this poem? Colour in or circle all that apply:

|  |  |  |  |
| --- | --- | --- | --- |
| **Effects of Conflict** | **Power of Humans** | **Power of Nature** | **The harsh realities of conflict** |
| **Loss** | **Memories and the past** | **Negative Emotions** | **Identity** |
| **The individual** |

**Quiz Nine**

|  |
| --- |
| **Checking Out Me History** **John Agard**[**https://genius.com/John-agard-checking-out-me-history-annotated**](https://genius.com/John-agard-checking-out-me-history-annotated) |

1. Read the whole poem. What are your first impressions? What is the poet’s message?
2. Look at the different stanza forms. Which are more rigid in structure? What might this represent?
3. How does Agard deal with the different figures of history from the Caribbean and Britain? What effect does this have?
4. What is the tone of this poem?
5. Why does Agard use phonetic spelling? What effect does this have on the poem and you as a reader?
6. Look at lines 1-2 and 50-51. What effect does this repetition have?
7. Look at line 5. What technique is used and what effect does it have?
8. Look at line 4. What image is Agard creating?
9. What is the effect of the lack of punctuation in this poem?
10. Who is Agard talking about, who has prevented him from knowing his history?

**Which themes are included in this poem? Colour in or circle all that apply:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Effects of Conflict** | **Power of Humans** | **Power of Nature** | **The harsh realities of conflict** |
| **Loss** | **Memories and the past** | **Negative Emotions** | **Identity** |
| **The individual** |

**IV Grades 5 & 6** History of Poetry

This task requires considerable research and you will need to use your summary skills to complete it. An understanding of the key influences upon poetry through time will be of benefit to you in the exam when drawing conclusions about meanings.

Use the internet to research each one of these eras and complete the table. Try to offer (Romantic is completed for you):

* 2 key events
* 3-5 characteristics of poetry from this era.

|  |  |  |
| --- | --- | --- |
| **Era***(all years are approximate)* | **Key contextual information***(include historical events, social changes, cultural influences...)* | **Characteristics of poetry from this era** |
| *Renaissance**1500s and 1600s* |  |  |
| *Romantic**1800-1850* | * ***French Revolution*** *– reaction to social reform, regulation and law.*
* ***Industrial Revolution*** *in Britain – science and manufacturing leaps forward. Romantics respond by celebrating nature and human experience.*
 | * *Favours Classical allusions (Greek mythology, for example).*
* *Emphasis upon personal experience and emotion.*
* *Celebrates nature*
* *Reveres innocence (inc. childhood)*
* *Poems with form: sonnets, lyric, elegy, ode...*
 |
| *Victorian**1837-1901* |  |  |
| *Modernist**1890-1950* |  |  |
| *Post-Modernist**1950 onwards* |  |  |

**V. Aiming for grades 8 and 9:** Academic Reading

Read each of the academic texts below and summarise in 300 words how the key theories linking to poetry will help you to develop your skills.

|  |
| --- |
| **What is poetry?** Another person’s view in response to that question. Different from the first, this will support your understanding of what you’re looking at when you study a poem.<http://www.jstor.org/stable/pdf/20570534.pdf?refreqid=excelsior%3Ad27bd82b06db192a5de461a4817eba92> |
| **Writing about poetry:**Read p13-29 of this book (available as a free preview): Studying Poetry by Barry Spurr.<https://books.google.co.uk/books?hl=en&lr=&id=S0IwDwAAQBAJ&oi=fnd&pg=PP1&dq=studying+poetry&ots=lrgdGgMtQy&sig=JQU1IvASsAZsZiyzh2BDEevU5xI#v=onepage&q=studying%20poetry&f=false> |
| **Wartime Poetry:**Read the introduction (available as a free preview) on pages ix-xiii of this book. English Poetry of the First World War by John H. Johnstone.<https://books.google.co.uk/books?hl=en&lr=&id=by7WCgAAQBAJ&oi=fnd&pg=PR7&dq=English+war+poetry&ots=ljPhX8aZ2-&sig=eFAs_sauJDxWMgk8Sg2eLpONzF4#v=onepage&q=English%20war%20poetry&f=false> |

**VI. Essay planning and writing** Exam Style Questions

*Using the knowledge you have accumulated, attempt these exam-style questions.*

|  |  |
| --- | --- |
| ***1*** | Compare how the poet presents negative emotionsin **The Prelude** and one other poem from Power and Conflict.[30] |
| ***2*** | Explore the ways the effects of conflict are portrayed in **War Photographer** and one other poem from Power and Conflict. [30] |
| ***3*** | Compare the way the poet presents feelings about a place in **The Emigree** and one other poem from Power and Conflict. [30] |
| ***4*** | Explore the ways ideas about power are presented in **Storm on the Island** and one other poem from Power and Conflict. [30] |
| ***5*** | Compare the way the poet presents feelings of anger in **Checking Out Me History** and one other poem from Power and Conflict. [30] |
| ***6*** | Compare the way the poet presents nature in **Exposure** and one other poem from Power and Conflict. [30] |
| ***7*** | Explore the ways ideas about loss are presented in **Poppies** and one other poem from Power and Conflict.[30] |
| ***8*** | Compare the way the poet presents feelings of fear in **Bayonet Charge** and one other poem from Power and Conflict. [30] |
| ***9*** | Explore the ways ideas about identity are presented in **Kamikaze** and one other poem from Power and Conflict. [30] |
| ***10*** | Compare the way the writer presents human power in **Tissue** and one other poem from Power and Conflict.[30] |

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