

Ortu Hassenbrook Academy

Year 10 Power & Conflict Knowledge Organiser

Cluster 2 Poems:
 Remains
 Poppies
 War Photographer
 Tissue
 Emigree
 Kamikaze
 Checking Out Me History



Assessment Objectives:
AO1 – Read, understand and respond to texts
AO2 - Analyse language, form and structure; use of subject terminology
AO3 - Show understanding of the relationships between texts and the contexts in which they were written.

Key Vocabulary and writer's method

Language:

- ❖ Metaphor – comparing one thing to another
- ❖ Simile – comparing two things with 'like' or 'as'
- ❖ Personification – giving human qualities to the nonhuman
- ❖ Personification – giving human qualities to the nonhuman
- ❖ Imagery – language that makes us imagine a sight
- ❖ Symbolism – use of symbols to represent an idea
- ❖ Alliteration – words that are close together start with the same letter or sound.
- ❖ Sibilance – the repetition of s or sh sounds.
- ❖ Assonance – the repetition of similar vowel sounds
- ❖ Consonance – repetition of consonant sounds.
- ❖ Plosives – short burst of sound: t, k, p, d, g, or b sound.
- ❖ Oxymoron - where two contradictory words appear side by side
- ❖ Rhetorical questions – a question that requires no response or is answered by the speaker
- ❖ Irony – language that says one thing but implies the opposite e.g. sarcasm.
- ❖ Colloquial Language – informal language, usually creates a conversational tone or authentic voice.
- ❖ Onomatopoeia – language that sounds like its meaning.
- ❖ Verbs – doing words
- ❖ Nouns – words identifying a class of things
- ❖ Adjectives – describing words
- ❖ Adverbs – words that modify or qualify an adjective or verb

Structure:

- ❖ Stanza – a verse, or group of lines in a poem.
- ❖ Repetition – repeated words or phrases
- ❖ Anaphora – repetition of a phrase
- ❖ Juxtaposition - two contrasting ideas
- ❖ Enjambment – The continuation of a sentence beyond the end of line of poetry
- ❖ Caesura – use of punctuation within a sentence of poetry
- ❖ Free verse – poetry that doesn't rhyme.
- ❖ Blank verse – poem in iambic pentameter, but with no rhyme.
- ❖ Sonnet – poem of 14 lines with clear rhyme scheme.
- ❖ Rhyming couplet – a pair of rhyming lines next to each other.
- ❖ Meter – arrangement of stressed/unstressed syllables.
- ❖ Monologue – one person speaking for a long time.
- ❖ Volta – a turning point in a poem

Grades 7-9 Key question:
Context-Concept approach
What is the writers' intention & how does it link to context?

THEMES

<p>Power of man Ozymandias London MLD</p>	<p>Power of nature Ozymandias Exposure Prelude Storm on the island Tissue</p>	<p>Identity The Émigrée Checking Out Me History</p>
<p>Place London Storm on the Island The Emigree Kamikaze</p>	<p>Loss & Absence Poppies Kamikaze The Emigree</p>	<p>Memory Remains Poppies War Photographer The Emigree Kamikaze</p>
<p>Conflict London COTLB Storm on the Island Bayonet Charge Remains</p>	<p>Check out Bruff on YouTube</p>	

Key to analysis:
 PETZAL
 Point, evidence, terminology, zoom, analysis, link to another quote & context

REMAINS by Simon Armitage
Themes: Memory / effect of conflict
Tone: Nostalgia alters to pain, anger

Content, Meaning and Purpose
 *Written to coincide with a TV documentary about those returning from war with PTSD.
 *Based on Guardsman Tromans, who fought in Iraq in 2003.
 *Speaker describes shooting a looter dead in Iraq and how it has affected him. -

Writer's method - Language
 Metaphor: "pain itself, the image of agony"
 "bullet as it rips through his life"
 "dug in behind enemy lines"
 Colloquial "Legs it up the road"
Analysis:
 "Remains" - the images and suffering remain.
 Colloquial language = authentic voice "Then he's carted off in the back of a lorry" – reduction of humanity to waste or cattle -"he's here in my head when I close my eyes / dug in behind enemy lines" – metaphor for a war in his head; the PTSD is entrenched. -"his bloody life in my bloody hands" – alludes to Macbeth: Macbeth the warrior with PTSD and Lady Macbeth's bloody hands and guilt.

WAR PHOTOGRAPHER by Carol Ann Duffy
Themes: Memory / effect of conflict **Tone:** Pain, bitterness

Content, Meaning and Purpose
 *Tells the story of a war photographer developing photos at home in England: as a photo develops he begins to remember the horrors of war – painting a contrast to the safety of his dark room. -He appears to be returning to a warzone at the end of the poem.
 *Duffy conveys both the brutality of war and the indifference of those who might view the photos in newspapers and magazines: those who live in comfort and are unaffected by war.

Writer's method - Language
 **"All flesh is grass": Biblical reference that means all human life is temporary – we all die eventually. "He has a job to do": like a soldier, the photographer has a sense of duty.
 **"running children in a nightmare heat": emotive imagery with connotations of hell.
 **"blood stained into a foreign dust": lasting impact of war – links to Remains and 'blood shadow'. "he earns a living and they do not care": 'they' is ambiguous – it could refer to readers or the wider world

THE EMIGREE – by Carol Rumens
Themes: Conflict, memory, identity **Tone:** Nostalgic

Content, Meaning and Purpose
 *'Emigree' – a female who is forced to leave their county for political or social reasons. -The speaker describes her memories of a home city that she was forced to flee. The city is now "sick with tyrants". -Despite the cities problems, her positive memories of the place cannot be extinguished.

Writer's method - Language
 **"I left it as a child": ambiguous meaning – either she left when she was a child or the city was a child (it was vulnerable and she feels a responsibility towards it).
 **"I am branded by an impression of sunlight": imagery of light - it will stay with her forever. *Personification of the city: "I comb its hair and love its shining eyes" (she has a maternal love for the city) and "My city takes me dancing" (it is romantic and passionate lover)
 **"My city hides behind me": it is vulnerable and – despite the fact that she had to flee – she is strong. *Semantic field of conflict: "Tyrant, tanks, frontiers"

Writer's intention: To show the reader that mental suffering can persist long after physical conflict is over.

Context
 "These are poems of survivors – the damaged, exhausted men who return from war in body but never, wholly, in mind." Simon Armitage -Poem coincided with increased awareness of PTSD amongst the military, and aroused sympathy amongst the public – many of whom were opposed to the war.

Writer's method - Form and Structure
 *Monologue, told in the present tense to convey a flashback (a symptom of PTSD).
 &First four stanzas are set in Iraq; last three are at home, showing the aftermath.
 Volta after first four stanzas – as he hits realisation
 *Enjambment between lines and stanzas conveys his conversational tone and gives it a fast pace, especially when conveying the horror of the killing *Repetition of 'Probably armed, Possibly not' conveys guilt and bitterness.

Writer's intention: To highlight the reality of war and its impact.

Context
 *Like Tennyson and Ted Hughes, Duffy was the Poet Laureate. -Duffy was inspired to write this poem by her friendship with a war photographer. She was intrigued by the challenge faced by these people whose job requires them to record terrible, horrific events without being able to directly help their subjects.
 *The location is ambiguous and therefore universal: ("Belfast. Beirut. Phnom Penh.")

Writer's method - Form and Structure
 Enjambment – reinforces the sense that the world is out of order and confused. -Rhyme reinforces the idea that he is trying to bring order to a chaotic world – to create an understanding. -Contrasts: imagery of rural England and nightmare war zones. -Third stanza: A specific image – and a memory – appears before him.

Writer's intention: To highlight the power of memory and how identity is shaped

Context
 *Emigree was published in 1993. The home country of the speaker is not revealed – this ambiguity gives the poem a timeless relevance. -Increasingly relevant to many people in current world climate

Writer's method - Form and Structure
 *First person. -The last line of each stanza is the same (epitrophe):
 "sunlight": reinforces the overriding positivity of the city and of the poem.
 *The first two stanzas have lots of enjambment – conveys freedom.
 The final stanza has lots of full-stops – conveys that fact that she is now trapped.

POPPIES by Jane Weir
Themes: Memory / effect of conflict **Tone:** Sadness, nostalgia

Content, Meaning and Purpose
 *A modern poem that offers an alternative interpretation of bravery in conflict: it does not focus on a soldier in battle but on the mother who is left behind and must cope with his death.
 *The narration covers her visit to a war memorial, interspersed with images of the soldier's childhood and his departure for war.

Writer's method - Language
 *Contrasting semantic fields of home/childhood ("cat hairs", "play at being Eskimos", "bedroom") with war/injury ("blockade", "bandaged", "reinforcements")
 *Aural (sound) imagery: "All my words flattened, rolled, turned into felt" shows pain and inability to speak, and "I listened, hoping to hear your playground voice catching on the wind" shows longing for dead son.
 **"I was brave, as I walked with you, to the front door": different perspective of bravery in conflict

TISSUE by Imtiaz Dharker
Themes: Power of nature / Identity **Tone:** Ethereal

Content, Meaning and Purpose
 *Two different meanings of 'Tissue' (homonyms) are explored: firstly, the various pieces of paper that control our lives (holy books, maps, grocery receipts); secondly, the tissue of a human body. -The poet explores the paradox that although paper is fragile, temporary and ultimately not important, we allow it to control our lives. -Also, although human life is much more precious, it is also fragile and temporary.

Writer's method - Language
 *Semantic field of light: ('Paper that lets light shine through', 'The sun shines through their borderlines', 'let the daylight break through capitals and monoliths') emphasises that light is central to life, a positive and powerful force that can break through 'tissue' and even monoliths (stone statues). - 'pages smoothed and stroked and turned': gentle verbs convey how important documents such as the Koran are treated with respect. -"Fine slips [...] might fly our lives like paper kites": this simile suggests that we allow ourselves to be controlled by paper.

KAMIKAZE by Beatrice Garland
Themes: Conflict / Power of nature **Tone:** Sorrowful, reflective

Content, Meaning and Purpose
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 *In World War 2, Japanese Kamikaze pilots would fly manned missiles into targets such as ships.
 *This poem explores a kamikaze pilot's journey towards battle, his decision to return, and how he is shunned when he returns home.
 *As he looks down at the sea, the beauty of nature and memories of childhood make him decide to turn back.

Writer's method - Language
 *The Japanese word 'kamikaze' means 'divine wind' or 'heavenly wind', and has its origin in a heaven-sent storm that scattered an invading fleet in 1250.
 **"dark shoals of fish flashing silver": image links to a Samurai sword – conveys the conflict between his love for nature/life and his sense of duty. Also has sibilance.
 **"they treated him as though he no longer existed": cruel irony – he chose to live but now must live as though he is dead. -"was no longer the father we loved": the pilot was forever affected by his decision.

Writer's intention: To show the effects of conflict on the civilian and to give a voice to women affected by war

Context
 *Set around the time of the Iraq and Afghan wars, but the conflict is deliberately ambiguous to give the poem a timeless relevance to all mothers and families.
 *There are hints of a critical tone; about how soldiers can become intoxicated by the glamour or the military: "a blockade of yellow bias" and "intoxicated".

Writer's method - Form and Structure
 *This is an Elegy, a poem of mourning.
 *Strong sense of form despite the free verse, stream of consciousness addressing her son directly – poignant
 *No rhyme scheme makes it melancholic -*Enjambment gives it an anecdotal tone.
 *Nearly half the lines have caesura – she is trying to hold it together, but can't speak fluently as she is breaking inside.
 *-Rich texture of time shifts, and visual, aural and touch imagery.

Writer's intention: To highlight the fragility of life

Context
 *Imtiaz Dharker was born in Pakistan and grew up in Glasgow. 'Tissue' is taken from a 2006 collection of poems entitled 'The Terrorist at My Table': the collection questions how well we know people around us.
 *This particular poem also questions how well we understand ourselves and the fragility of humanity.

Writer's method - Form and Structure
 *The short stanzas create many layers, which is a key theme of the poem (layers of paper and the creation of human life through layers)
 *The lack of rhythm or rhyme creates an effect of freedom and openness. -All stanzas have four lines, except the final stanza which has one line ('turned into your skin'): this line focuses on humans, and addresses the reader directly to remind us that we are all fragile and temporary.
 *Enjambment between lines and stanzas creates an effect of freedom and flowing movement

CHECKING OUT ME HISTORY by John Agard
Themes: Identity **Tone:** Bitterness

Content, Meaning and Purpose
 *Represents the voice of a man from the Caribbean colony of British Guiana, who was frustrated by the Eurocentric history curriculum that he was taught at school – which paid little attention to black history. -Black history is in italics to emphasise its separateness and to stress its importance

Writer's method - Language
 *Imagery of fire and light used in all three stanzas regarding black historic figures: "Toussaint de beacon", "Fire-woman", "yellow sunrise".
 *Uses non-standard phonetic spelling ("Dem tell me wha dem want", to represent his own powerful accent and mixes Caribbean Creole dialect with standard English. -"I carving out me identity": metaphor for the painful struggle to be heard, and to find his identity.

Writer's method - Form and Structure
 *Dramatic monologue, with a dual structure. -Stanzas concerning Eurocentric history (normal font) are interspersed with stanzas on black history (in italics to represent separateness and rebellion).
 *Black history sections arranged as serious lessons to be learned; traditional history as nursery rhymes, mixed with fairytales (mocking of traditional history).
 *The lack of punctuation, the stanzas in free verse, the irregular rhyme scheme and the use of Creole could represent the narrator's rejection of the rules. -Repetition of "Dem tell me": frustration.

Poems	Imagery	Rhyme / Blank verse	Colour	Onomatopoeia	Alliteration / sibilance	Dramatic monologue	Irony	Juxtaposition	Oxymoron	Enjambment	Repetition / Anaphora	Questions	Punctuation / Caesura
Ozymandias	✓	✓				✓	✓	✓	✓	✓		✓	✓
Storm on the island		BV			✓	✓	✓	✓	✓	✓	✓	✓	✓
Remains	✓	BV			✓	✓	✓	✓	✓	✓		✓	✓
Bayonet Charge	✓	BV			✓	✓	✓	✓	✓	✓		✓	✓
Poppies	✓	BV			✓	✓	✓	✓	✓	✓		✓	✓
Exposure	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Charge of the Light Brigade	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tissue	✓	BV	✓		✓	✓	✓	✓	✓	✓	✓		✓
Kamikaze	✓	BV	✓		✓	✓	✓	✓	✓	✓	✓		✓
London	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓
The Prelude	✓	BV	✓		✓	✓	✓	✓	✓	✓		✓	✓
My Last Duchess	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Emigree	✓	BV	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Checking Out Me History	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
War Photographer	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓

