

Ortu Hassenbrook Academy

Year 8 Character & Voice Knowledge Organiser

Character & Voice
Anthology
 Brandon Gallacher
 Clown Punk
 Give
 Checking Out Me History
 Medusa
 My Last Duchess



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.

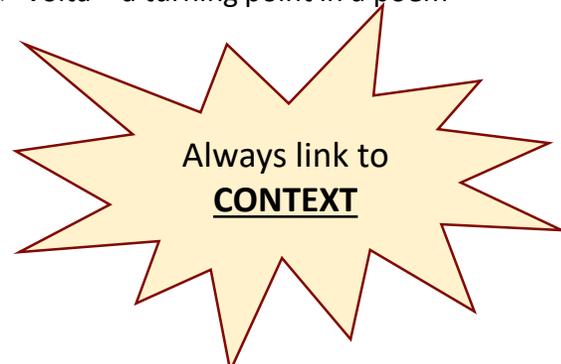
Key Vocabulary and writer's method

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



THEMES

<u>Childhood / innocence</u> Brendon Gallacher Clown Punk	<u>Loneliness</u> Brandon Gallacher Clown Punk Medusa	<u>Isolation / social alienation</u> Give Clown Punk
<u>Identity</u> Checking out me history	<u>Human Emotions</u> Brendon Gallacher (sadness) Give (bitterness) Checking out me history (anger/bitterness) Medusa - (bitterness, jealousy) MLD (bitterness)	<u>Gender</u> Medusa MLD
<u>Violence</u> Medusa MLD		

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

<p>BRENDON GALLACHER by Jackie Kay Themes: Childhood, loneliness Tone: melancholic, regretful</p>	<p>Writer's intention: To explore childhood</p>	<p>CLOWN PUNK by Simon Armitage Themes: Isolation, social alienation Tone: Pessimistic / /sadness/condescension</p>	<p>Writer's intention: To highlight prejudice</p>	<p>GIVE by Simon Armitage Themes: Charity Tone: Bitter / cynical</p>	<p>Writer's intention: To highlight selfishness and lack of charity</p>
<p>Content, Meaning & Purpose 1.An autobiographical poem where the narrator recollects her children friend and what they did together. 2.This poem is an ELEGY – a poem written about someone who has died. 3.This poem is about ESCAPISM which conveys her own disillusionment.</p>	<p>Context 1.Jackie Kay is of mixed heritage, born in 1961 and brought up on a council estate. The poem represents her own regrets and missed opportunities, echoed by the references to escapism.</p>	<p>Content, Meaning & Purpose The narrator is a parent talking to their children while driving. A homeless punk, covered in tattoos, presses his face on the windscreen and the children are scared. The parent reassures the children – the scary image of the punk can easily be washed away.</p>	<p>Context 1.The punk style comes from the 1970's. 2.They demonstrated nihilistic and anti-establishment behaviours.</p>	<p>Content, Meaning & Purpose The narrator is a homeless person and speaks directly to the reader. The poem forces the reader to reflect on our own treatments of the homeless.</p>	<p>Context 1.Biblical reference to 'gold...frankincense...myrrh' suggests that modern society has lost the notion of charity and Christian values.</p>
<p>Writer's method – Language 1.The poem uses simple child-like language to represent the thoughts of a child. 2.Use of COLLOQUIALISMS ('wee', 'burn') to create a realistic voice. 3.Use of personal pronouns makes the poem more personal and gives hint that Brendon is an imaginary friend – "my Brendon Gallacher". Highlights how central he is to her life. 4.Use of repetition creates a REFRAIN like a song – signifies how important he was to her. 5.Use of PATHETIC FALLACY – to highlight emotions.</p>	<p>Writer's method – Form & Structure 1.The writer juxtaposes her real life to the imaginary life of her friend who represents everything she did not have a child. 2.Each line ends with a RHYME with Brendon Gallacher's name – shows he is constantly in the narrator's thoughts.</p> 	<p>Writer's method – Language 1.Use of SIMILE – 'like a basket o washing that got up' 2.COUPLETS. The only full rhyme is at end; Armitage is able to 'trap' the vignette as the short poem becomes like a short encounter with the punk. 2. ASSONANCE and CONSONANCE show non-conformity (like the punk). 3.FULL RHYMES – reflects stability the parent and children share. 4.COLLOQUIALISMS – create sense of time and place and makes punk appear more pathetic. 5.IMPERATIVE VERBS – highlights parent's instruction and guidance. 5.Word choice – deliberate choice of words such as 'pixel', 'indelible', 'daubed' highlights punk's tragic life.</p>	<p>Writer's method – Form & Structure 1.Written in SONNET form – IRONIC. 2.JUXTAPOSITIONn of the word 'clown' and 'punk' creates a sense of PATHOS (sadness). Use of ENJAMBMENT (particularly in lines 4/5 – 'but / don't laugh'- creates a pause allowing reader to consider the ridiculous image of the clown punk before the sudden change in tone when the parent points out the tragedy of the punk's situation.</p>	<p>Writer's method – Language 1.DIRECT ADDRESS – to speak directly to reader and make it more personal. 2.ANAPHORA – 'of all' / 'I've chosen' – adds emphasis and forces us to reflect on the meaning of the narrator. 3.IRONY – through use of verb 'chosen' as the homeless have very little choice. 4.SARCASM – 'that's big of you' highlights narrator's bitterness and cynicism.</p>	<p>Writer's method – Form & Structure 1.PARALLELISM – 'For silver...for gold...' increasing values of metals and increasingly physical nature of performance show speaker's desperation. 2.JUXTAPOSITION – 'I'm on the street' vs 'under the stars' (romanticised image) creates a PARADOX which forces us to consider what a homeless person's lifestyle really is like. 3.IAMBIC TETRAMETER RHYTHM – bouncy / upbeat sound which contrasts with the poems' sombre subject.</p>
<p>CHECKING OUT ME HISOTRY by John Agard Themes: Identity Tone: Bitter</p>	<p>Writer's intention: To highlight the power of men in shaping our identify</p>	<p>MEDUSA by Carol Ann Duffy Themes: Revenge, violence, Tone: Anger, bitterness, pain</p>	<p>Writer's intention: To highlight intensity and ambiguity of human emotions.</p>	<p>MY LAST DUCHESS by Robert Browning Themes: Power of man / misogyny Tone: Sinister / bitter</p>	<p>Writer's intention: To highlight the abuse of power by men</p>
<p>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</p>	<p>Context *John Agard was born in the Caribbean in 1949 and moved to the UK in the 1970s. *His poetry challenge racism and prejudice. *This poem may, to some extent, have achieved its purpose: in 2016, a statue was erected in London in honour of Mary Seacole, one of the subjects of the poem.</p>	<p>Content, Meaning & Purpose A dramatic monologue in which the narrator, Medusa, conveys her anger and bitterness towards the man (Greek god) who hurt her. Along with anger, ideas of vengeance, this poem also conveys a sense of suffering and loneliness.</p>	<p>Context Medusa was one of the three Gorgon sisters in Greek mythology. She had the face of a hideous woman and had venomous snake for hair. Anyone who looked at her would turn to stone.</p>	<p>Content, Meaning and Purpose *The Duke is showing a visitor around his large art collection and proudly points out a portrait of his last wife, who is now dead. He reveals that he was annoyed by her over-friendly and flirtatious behaviour. *He can finally control her by objectifying her and showing her portrait to visitors when he chooses. - He is now alone as a result of his need for control. *The visitor has come to arrange the Duke's next marriage, and the Duke's story is a subtle warning about how he expects his next wife to behave.</p>	<p>Context *Browning was a British poet, and lived in Italy. The poem was published in 1842. - Browning may have been inspired by the story of an Italian Duke (Duke of Ferrara): his wife died in suspicious circumstances and it was rumoured that she had been poisoned.</p> 
<p>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.</p>	<p>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.</p>	<p>Writer's method – Language 1.Extended metaphor – of transformation. 2.METAPHOR – snakes symbol of jealousy ('as though my thoughts hissed and spat on my scalp') 2.SIBILANT ALLITERATION – anchors the sense of vengeance and bitterness. 3.Groups of 3 – symbolise her obsessive nature and increasing bitterness: 'suspicion', 'doubt', 'bitterness'. 3.IMPERATIVE VERBS – threatening and deliberate. 4.RHETORICAL QUESTIONS – sense of desperation and sadness.</p> 	<p>Writer's method – Form & Structure 1.FREE VERSE. However, has strong rhythm, some rhyme, assonance and equal stanzas – creates an erratic but unified feel – could convey narrator's confused emotions but clear objectives. 2.Escalation and build up – Medusa turns animals into stone; increase in size suggesting they will lead to something bigger at the end. 3.Last word each stanza includes full rhyme or assonance – suggests finality.</p>	<p>Writer's method - Language *'Looking as if she was alive': sets a sinister tone. *'Will't please you sit and look at her?' rhetorical question to his visitor shows obsession with power. *'she liked whate'er / She looked on, and her looks went everywhere.': hints that his wife was a flirt. *'as if she ranked / My gift of a nine-hundred-years old name / With anybody's gift': she was beneath him in status, and yet dared to rebel against his authority. *'I gave commands; Then all smiles stopped together': euphemism for his wife's murder. - 'Notice Neptune, though / Taming a sea-horse': he points out another painting, also about control.</p>	<p>Writer's method - Form and Structure *Dramatic Monologue, in iambic pentameter. *It is a speech, pretending to be a conversation – he doesn't allow the other person to speak! *Enjambment: rambling tone, he's getting carried away with his anger. He is a little unstable. *Heavy use of caesura (commas and dashes): stuttering effect shows his frustration and anger: 'She thanked men, – good! but thanked / Somehow – I know not how' *Dramatic Irony: the reader can read between the lines and see that the Duke's comments have a much more sinister undertone.</p>