**De Aston**

**English Department**



**Year 10: Power and Conflict Poetry Part 1**

**Challenge Tasks**

**(You should be spending 1-2 hours each week on these challenges)**

**Name:**

Here’s a list of all the poems to help remind you:

|  |  |
| --- | --- |
| Ozymandias *Percy Bysshe Shelley*  London *William Blake*  The Prelude: stealing the boat *William Wordsworth*  My Last Duchess *Robert Browning*  The Charge of the Light Brigade *Alfred Lord Tennyson*  Exposure *Wilfred Owen*  Storm on the Island *Seamus Heaney* | Bayonet Charge *Ted Hughes*  Remains *Simon Armitage*  Poppies *Jane Weir*  War Photographer *Carol Ann Duffy*  Tissue *Imtiaz Dharker*  The émigree *Carol Rumens*  Kamikaze *Beatrice Garland*  Checking Out Me History *John Agard* |

**Week One:**

This week, you will have started to think about the themes of power and conflict that links all of these poems. Start to make a poetry revision tool, noting where power and conflict occurs in each poem.

* Conflict can occur between individuals, groups of people, or even whole countries. What examples of each type can you think of?
* We often think of conflict as being synonymous with war. What wars can you think of? What do you associate with war?
* Conflict can also occur between man and nature. What examples can you think of?
* Conflict can even occur within ourselves, when we feel opposite emotions at the same time. What examples can you think of?
* Power means ‘the capacity or ability to direct or influence the behaviour of others or the course of events’. What examples can you think of people in power?

The purpose of these activities is to help you organise your thoughts and make them memorable – keep it safe!

**Week Two:**

Although it is important to be able to spot techniques and language devices in the poems, it is vital that you must then be able to link these to the ideas the poet was trying to express. Choose one of the poems you have studied so far and then complete the ‘all’ task and one other task: Add to your revision tool

**All**: Explain in your own words what ideas the poet was trying to express about power/conflict.

**Hard**: Choose three quotes that you think are particularly effective in conveying these ideas and explain why you chose them.

**Harder**: Choose three quotes that you think are particularly effective in conveying these ideas. Identify any techniques and effective word choices and explore the effect.

**Hardest**: Choose three quotes that you think are particularly effective in conveying these ideas. Explore the effect of any techniques, effective word choices and structural features.

**Week Five-Seven: Consolidation Dual Coding**

**What is Dual Coding?** Dual coding is when you use a combination of pictures/visuals and words to help you learn material.

**Why Should I do it?** By transferring the material from a visual form into words, or from words into visuals, you are strengthening the connections in your brain around the material itself. You are also giving yourself multiple formats to remember things in – the words might act as a memory hook for the visuals, or you might remember the visuals and that will trigger the memory of the words.

For further information, see here:

<https://churchillhead.com/2017/02/09/how-to-revise-4-dual-coding/>

TASK: Continue with your revision tool, but for these two weeks, dual code all the poems you have studied this far.

**Week Four:**

In the exam you will be told one poem to focus on and then you will choose another to compare it with. To do this effectively it is important to plan your answer. This week you are going to focus on finding a way of doing this that works for you.

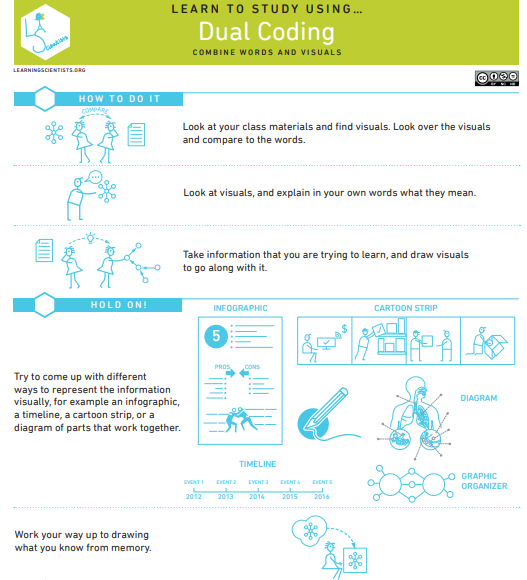
* Choose two poems that are linked in some way. In your revision notes create a table with three columns: Poem 1, similarities, Poem 2. Now complete the table, making sure you consider ideas, techniques, word choice and structure.
* Choose two different poems that are linked. This time list everything you can think of about poem 1. Then in a different colour note any similarities or differences with poem 2 around your notes for poem 1, using arrows to show connections.
* Choose two different poems that are linked. Draw a bubble for each of the following areas: ideas, techniques, word choice, structure, rhythm and rhyme. Now jot down ideas about both poems in each bubble. Colour code each bubble to show if this features is similar, different or a bit of both.

Do not forget to learn your quotes for this week!

**Week Three:**

Any of these poems could come up in the exam, so it’s important to find a way to make each one memorable for you. Choose one of the tasks below to demonstrate your understanding of one of the poems you have studied so far. Add contextual factors to your notes.

* Compare two of the poems you have learnt so far. Can you find 3 quotes from each poem that demonstrate power or conflict? Add these to your revision notes, choose two quotes and write a SQUAD paragraph. How is power/conflict shown in these two poems?
* Don not forget to learn your quotes!



**Bonus week:**

Read the poem below and complete the ‘all’ question and one more of the questions below:

**All**: Explain in your own words what ideas the poet was trying to express about power/conflict.

**Hard**: Choose three quotes that you think are particularly effective in conveying these ideas and explain why you chose them.

**Harder**: Choose three quotes that you think are particularly effective in conveying these ideas. Identify any techniques and effective word choices and explore the effect.

**Hardest**: Choose three quotes that you think are particularly effective in conveying these ideas. Explore the effect of any techniques, effective word choices and structural features.

***Anthem for Doomed Youth***

***BY WILFRED OWEN***

*What passing-bells for these who die as cattle?*

*— Only the monstrous anger of the guns.*

*Only the stuttering rifles' rapid rattle*

*Can patter out their hasty orisons.*

*No mockeries now for them; no prayers nor bells;*

*Nor any voice of mourning save the choirs,—*

*The shrill, demented choirs of wailing shells;*

*And bugles calling for them from sad shires.*

*What candles may be held to speed them all?*

*Not in the hands of boys, but in their eyes*

*Shall shine the holy glimmers of goodbyes.*

*The pallor of girls' brows shall be their pall;*

*Their flowers the tenderness of patient minds,*

*And each slow dusk a drawing-down of blinds.*

**Extending your vocabulary**

*You should be trying to expand your vocabulary throughout your studies of English, for example by using a thesaurus when completing extended writing tasks. In addition to this, find out what the following words mean, learn how to spell them and try to use them in your class work:*

1. Assiduous 2. Cornucopia 3. Erroneous 4. Insidious 5. Pertinent

**Additional challenge:**

*In the poetry section of English Literature Paper 2 you are required to compare poems. You will therefore find these comparative terms useful:*

|  |  |
| --- | --- |
| **To compare**  Similarly  Moreover  Furthermore  Likewise  Correspondingly  Also  Additionally  In the same way  By the same token  In comparison | **To contrast**  Contrastingly  However  Conversely  On the other hand  On the contrary  By contrast  Alternatively |

*See if you can add some more!*

**Key terms: Literary Techniques**

*The following terms will all be useful to you throughout your studies of English Literature, particularly your studies of poetry. Make sure you understand what each term means and can identify examples in the texts you read.*

|  |  |  |
| --- | --- | --- |
| **Hard**  alliteration  end stopping  enjambment  metaphor  personification  repetition  rhyme  rhythm  simile  stanza  tone | **Harder**  assonance  blank/free verse  caesura  consonance  half rhyme  internal rhyme  refrain  sibilance | **Hardest**  anthropomorphism  zoomorphism |

**Quotes to Learn – You will be tested on them**

**Week – Four – The Prelude**

* ‘A little boat tied to a willow tree’
* ‘It was can act of stealth And troubled pleasure’
* ‘Small circles glittering idly in the moon’
* ‘She was an elfin pinnacle’ lustily I dipped my oar into the silent lake’
* ‘a huge peak, black and huge’
* ‘a grim shape towered up between me… like a living thing, strode after me’
* ‘huge and mighty forms, that do not live Like living men, moved slowly through the mind’

**Quotes to Learn – You will be tested on them**

**Week – Three – An Inspector Calls – Gender**

* ‘There are a lot of young women living that sort of existence’ (Inspector)
* ‘It’s what happened to the girl and what we did to her that matters’ (Eric Birling)
* ‘You think young women ought to be protected against unpleasant and disturbing things?’ (Inspector)
* ‘Nothing to do with you, Sheila. Run along’ (Mr Birling)
* ‘I hate those hard-eyed dough-faced women’ (Gerald)
* ‘… not only something to make ‘em look prettier’ (Mr Birling)
* ‘She was claiming elaborate fine feelings and scruples that were simply absurd in a girl in her position’ (Mrs Birling)

**Quotes to Learn – You will be tested on them**

**Week Two - London**

* ‘chartered street’, ‘chartered Thames does flow’
* ‘Marks of weakness, marks of woe’
* ‘In every cry of every man’ / ‘in every infant’s cry of fear’ / ‘chimney-sweeper’s cry’
* ‘mind forged manacles’
* ‘Every black’ning church appals’
* ‘Hapless soldier’s sigh runs in blood down palace walls’
* ‘Blights with plagues the marriage hearse’

**Quotes to Learn – You will be tested on them**

**Week One – Ozymandias**

* ‘Two vast and trunkless legs of stone/ Stand in the desert’
* ‘Half sunk, a shattered visage lies’
* ‘Wrinkled lip, and sneer of cold command’
* ‘My name is Ozymandias, king of kings: look on my works, ye mighty, and despair!’
* ‘Nothing beside remains’
* ‘Colossal wreck, boundless and bare’
* ‘The lone and level sands stretch far away’

**Quotes to Learn – You will be tested on them**

**Week Six – Macbeth**

* ‘give me my armour’ – imperatives and instructions until the end
* ‘she should have died hereafter’ – callous lack of concern – echoes ‘out damn spot!’ – shows that death brings her peace from the permanent stain of guilt
* ‘out, out, brief candle!’
* ‘life’s but a walking shadow, a poor player...signifying nothing’
* ‘I bear a charmed life’ – links back to witches but also hubris.

**Quotes to Learn – You will be tested on them**

**Week Five – My Last Duchess**

* ‘Looking as if she was alive’
* ‘The depth and passion of its earnest glance’
* ‘spot of joy’
* ‘A heart—how shall I say?— too soon made glad'
* ‘My gift of a nine-hundred-years-old name’
* ‘stooping’/’stoop’
* ‘I gave commands; Then all smiles stopped together’
* ‘Notice Neptune, though, Taming a sea-horse’

For more resources, including literacy support, visit www.deastonenglish.com

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