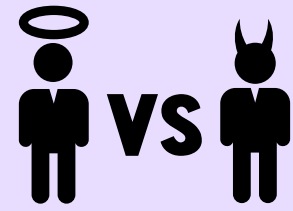


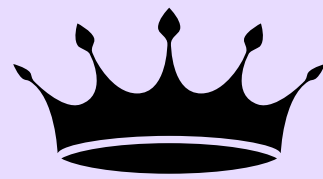
Themes

What are the main themes?

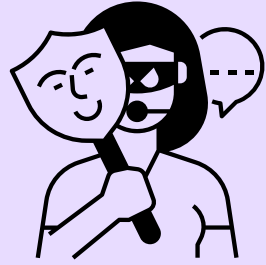
Morality



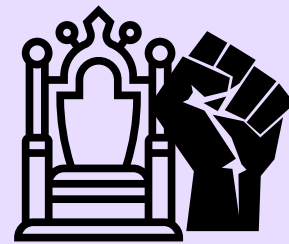
Kingship



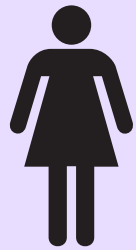
Deception



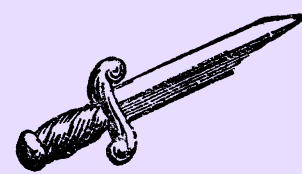
Power



Gender



Violence



Characters in *Macbeth*

Who are the main characters in 'Macbeth'?

Macbeth

Valiant
Corrupt
Ambitious
Flawed
Indecisive
Tyranical
Deceptive

Lady Macbeth

Manipulative
Dominant
Emasculating
Calculating
Machiavellian
Controlling

Duncan

Honourable
Benevolent
Weak
Naive
Ignorant
Respected

Banquo

Cautious
Virtuous
Sceptical
Moral
Diplomatic
Paternal
Honourable

Macduff

Reckless
Passionate
Virtuous
Neglectful
Honest
Emotive

Witches

Supernatural
Cunning
Prophetic
Sinister
Calculating
Manipulative

Malcolm

Virtuous
Moral
Cautious
Noble
Righteous
Sincere

Techniques

What techniques does Shakespeare use?

Motifs and Symbols

Motifs (reoccurring images) such as light and dark, blood and symbols such as the serpent are used to reinforce the play's themes

Soliloquies

Many of the characters give a soliloquy which allows us to hear their deep and personal thoughts - particularly secretive thoughts about regicide

Dramatic Irony

The audience are aware of Macbeth and Lady Macbeth's guilt which helps us understand their actions and to see how they continue to deceive others.

Forshadowing

Shakespeare uses the witches cryptic language and prophecies to hint at the turmoil Macbeth will face and his eventual demise

Author's Intent

Why did Shakespeare write the play?

Supernatural elements of the play seek to please King James I's interest in witchcraft

The play acts as a warning to those who might consider usurping James I

The inclusion of 'Banquo' a man who in real life is believed to be a distant relative of James I helps to cement James I's legitimacy

The play promotes the message that a greed for power will not go unpunished

Key Quotes

What are some useful quotations to know for Macbeth?

'Brave Macbeth well he deserves that name'
A1S2

'Fair is foul and foul is fair'
A1S1

'Full O' scorpions is my mind'
A3S2

'What's done cannot be undone'
A5S1

'Look like the innocent flower but be the serpent under it'
A1S5

'Infirm of purpose! Give me the daggers!'
A2S2

'Will all great Neptune's ocean wash this blood clean from my hand?'
A2S2

'Your wife and babes savagely slaughter'd'
A4S3

'This dead butcher and his fiend-like queen'
A5S8

Plot Summary

What happens in 'Macbeth'?



ACT 1

After fighting for Duncan in battle, Macbeth and Banquo are given prophecies about their futures which cause Macbeth to consider regicide. He is encouraged by his wife who manipulates him, questioning his masculinity as she does so.

ACT 2

Macbeth murders Duncan but is filled with regret. Lady Macbeth chastises him for this and plants the dagger on Duncan's guards, framing them for the King's death. Malcolm and Donaldbain flee Scotland believing they will be the next targets.

ACT 3

Macbeth is king and Banquo begins to suspect him of murder. Macbeth becomes suspicious of him in return due to the Witches' prophecies and arranges Banquo and Fleance's murders. Macbeth begins to hallucinate seeing Banquo's ghost.

ACT 4

Macbeth is obsessed with maintaining his power and asks the witches for more prophecies. They tell him to be fearful of Macduff but reassure him that he is in no danger. Macbeth orders the death of Macduff's family and Macduff begs Malcolm to defeat Macbeth.

ACT 5

Lady Macbeth is driven mad by her guilt. The Scottish lords side with Macduff and wage war upon Macbeth's castle. Macduff is revealed to have been born from a caesarian and therefore exempt from the witches' prophecy meaning he can kill Macbeth. Malcolm is crowned king.

Context

What was going on in society at the time?

James I wrote a book on witchcraft titled 'demonologie'. He also introduced laws which made witchcraft a capital offence.

Tudor women were expected to be subservient to men and fulfil the role of housewife with no complaint. It was in fact legal for men to punish their wives if they were not doing a sufficient job!

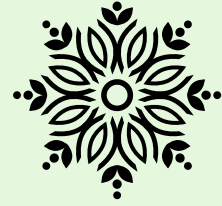
State religion had changed repeatedly between the Catholic and Protestant faith under the Tudor Family's rule. Many saw James I's Protestant views as damning, despite him being fairer to Catholics than Elizabeth I

On November 5th 1605 an assassination attempt on James I life took place. This is now commonly known as the 'Gunpowder plot'.

Themes

What are the main themes?

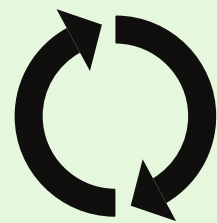
Christmas Spirit



Poverty



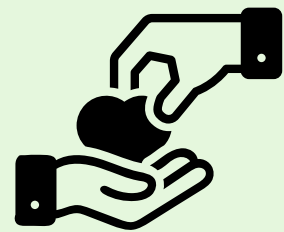
Transformation



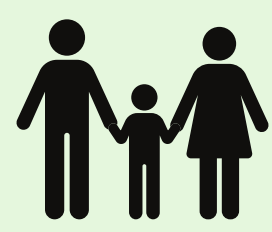
Politics



Generosity



Family



Characters in A Christmas Carol

Who are the main characters in 'A Christmas Carol' ?

Scrooge Stave 1

Avaricious
Miserly
Ostentatious
Inexplicable
Parsimonious
Ignorant

Scrooge Stave 5

Transformed
Remorseful
Benevolent
Generous
Jocund
Redeemed

Cratchits

Joyous
Thankful
Vulnerable
Moral
Destitute
Grateful

Jacob Marley

Capitalist
Remorseful
Reformed
Apparition
Prophetic
Imploring

Fezziwig

Responsible
Benevolent
Generous
Moral
Jovial
Beneficent

Fred

Jocund
Determined
Altruistic
Family-orientated
Charming

Techniques

What techniques does Dickens use?

Similes

In stave one Dickens uses similes to create a harsh impression of Scrooge which is contrasted in Stave 5

Antithesis

contrasts are used repeatedly in the novella - particularly through characters such as Fezziwig and Scrooge

Symbolism

Dickens uses many symbols including the Ghost of Christmas Present's empty scabbard (peace) to the turkey (generosity) to help him criticise society

Cold Imagery

In Stave 1 Dickens uses cold imagery to reflect Scrooge's miserly and avaricious nature

Author's Intent

Why did Dickens write the novella?

To reduce the extreme divide between the upper class and the destitute lower class

To use the spirit of Christmas to promote the idea of year round generosity

To contrast the ideas of economist Thomas Malthus and criticise the poor law

To remind people that there is always an opportunity to change if you are willing

Plot Summary

What happens in 'A Christmas Carol'?



Stave One

Scrooge is portrayed as a cold and covetous man who refuses to donate to charity, funds workhouses and has a strained relationship with his family. He is later visited by Jacob Marley who warns him that if he does not change he will suffer a terrible fate.

Stave Two

Scrooge is visited by the Ghost of Christmas Past and is reminded that he once valued family, shown Mr Fezziwig's generosity and is forced to relive his devastating breakup with Belle due to his growing greed. He begins to realise the error of his ways.

Stave Three

The Ghost of Christmas Present shows Scrooge the Christmases of the poor (including the Cratchit's) to show that happiness is not linked to wealth. He is also warned that if society fails to change, 'Ignorance' and 'Want' will consume mankind.

Stave Four

The Ghost of Christmas Yet to Come shows Scrooge a harsh future where he dies without mourners, the Cratchits suffer the loss of Tiny Tim and poverty is rife within the city. Scrooge begs for the chance to change this future.

Stave Five

Scrooge wakes on Christmas Day to find that it is not too late to redeem himself. He does so by donating to the Portly Gentlemen, supporting the Cratchits with a turkey and a pay-rise for Bob and spending Christmas with his Nephew Fred.

'Solitary as an Oyster'
Stave 1

'Are there no prisons?'
Stave 1

Key Quotes

What are some useful quotations to know for ACC?

'Scrooge was the ogre of the family'
Stave 3

'I am as light as a feather. I am as happy as an angel'
Stave 5

'Hard and sharp as flint'
Stave 3

'Another idol has replaced me [...] a golden one'
Stave 2

'The happiness he gives, is quite as great as if it costs a fortune.'
Stave 2

'I will not shut out the lessons that they teach'
Stave 4

'Scrooge was better than his word. He did it all and infinitely more'
Stave 5

Context

What was going on in society at the time?

Dickens's father had he could not pay and his family were imprisoned. Dickens was forced to leave school and work in a factory.

Those who could not afford to pay their bills and debts were sent to debtor's prisons or workhouses to live in poor, unsanitary conditions

The cities had become hugely overpopulated during the Industrial Revolution which meant living conditions for the poor declined

There was no universal healthcare (NHS) at this time and if you got ill and couldn't work, your whole family was at risk of death.

Themes

What are the main themes?

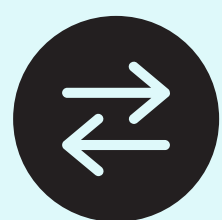
Generational Divide



Poverty



Change



Politics



Responsibility



Gender



Author's Intent

Why did Priestley write the play?

To encourage the middle and upper classes to take more responsibility for the lower class

To promote socialist views and challenge the capitalist way of life in Britain

To raise awareness about the mistreatment of working class employees by employers

To remind people that there is always an opportunity to change if you are willing

Characters in *An Inspector Calls*

Who are the main characters in 'An Inspector Calls' ?

Mr Birling

Capitalist
Patriarch
Avaricious
Ignorant
Ostentatious

Mrs Birling

Aloof
Supercilious
Prejudiced
Aristocratic
Covetous

Sheila

Naive
Remorseful
Altruistic
Socially-Conscious

Gerald

Aristocrat
Self-serving
Cunning
Capitalist

Eric

Irresponsible
Remorseful
Reticent
Childish
Socially inept

Inspector

Conduit
Socialist
Authoritative
Methodical

'Fire and blood and anguish'
Inspector

"Community and all that nonsense"
Birling

Key Quotes

What are some useful quotations to know for AIC?

'I did nothing i'm ashamed of'
Mrs Birling

'I was in a state where a chap easily turns nasty'
Eric

'You were her fairy prince'
Sheila (about Gerald)

'Girls of that class'
Mrs Birling

'Not just cheap labour, they're people' - Sheila

'Silly little war scares'- Mr Birling

Plot Summary

What happens in 'An Inspector Calls'?



ACT 1

The family are celebrating the engagement of Sheila and Gerald. Mr Birling Lectures the gentlemen on his successes at work. The Inspector arrives and interrogates Birling and Sheila about their involvement in a girl named Eva Smith's death. It is revealed that Eva later changed her name to Daisy Renton and Gerald recognises this name.

ACT 2

Gerald is questioned and we learn that he too was embroiled with Eva Smith before selfishly cutting her loose. Mrs Birling is revealed to have refused a request for charity from Eva despite her now being pregnant and in desperate need. Mrs Birling accepts no responsibility for Eva's death and insists that the father of her child be made responsible. The Inspector assures her this will happen.

ACT 3

Eric is revealed to be the father. He had forced himself upon her whilst drunk. He did however offer to help her financially by stealing from Birling & Co. The Inspector warns them that mankind must change or society will crumble like their family is now. Gerald reveals that the Inspector was a fraud and Mr and Mrs Birling believe they are in the clear until the police station call.

Techniques

What techniques does Priestley use?

Dramatic Irony - When the audience knows something that the character(s) don't

Stage Directions - helps the actors maintain the tone as Priestley intended

Interruptions - various characters are interrupted to show power imbalances & build tension

Setting - their household reflects their growing affluency and Mr Birling's desire to progress further

Context

What was going on in society at the time?

WW2 - The play was written in the austerity of post war Britain - meaning had come together during the war but had begun to separate again

Titanic - the Titanic represented new opportunities for all social classes but this dream was shattered when it sank

Labour Party - Unease amongst the working class lead to the creation of the labour party seeking to fight for equal rights

Priestley's views - Priestley needed a new outlet to share his views on society after his wartime radio show was cancelled

Power and Conflict Poetry – Knowledge Organiser

Remains by Simon Armitage Themes: Conflict, Suffering, Reality of War Tones: Tragic, Haunting, Anecdotal		Exposure by Wilfred Owen Themes: Conflict, Suffering, Nature, Reality of War, Patriotism Tones: Tragic, Haunting, Dreamy		Poppies by Jane Weir Themes: Bravery, Reality of War, Suffering, Childhood Tones: Tender, Tragic, Dreamy, Bitter	
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. -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.” <i>Simon Armitage</i> -Poem coincided with increased awareness of PTSD amongst the military, and aroused sympathy amongst the public – many of whom were opposed to the war.	Content, Meaning and Purpose -Speaker describes war as a battle against the weather and conditions. -Imagery of cold and warm reflect the delusional mind of a man dying from hypothermia. -Owen wanted to draw attention to the suffering, monotony and futility of war.	Context -Written in 1917 before Owen went on to win the Military Cross for bravery, and was then killed in battle in 1918: the poem has authenticity as it is written by an actual soldier. - Of his work, Owen said: “My theme is war and the pity of war”. -Despite highlighting the tragedy of war and mistakes of senior commanders, he had a deep sense of duty: “not loath, we lie out here” shows that he was not bitter about his suffering.	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.	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” .
Language -“ Remains ” - the images and suffering remain. -“ Legs it up the road ” - 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.	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. -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.	Language -“ Our brains ache ” physical (cold) suffering and mental (PTSD or shell shock) suffering. -Semantic field of weather: weather is the enemy. -“ the merciless iced east winds that knife us... ” – personification (cruel and murderous wind); sibilance (cutting/slicing sound of wind); ellipsis (never-ending). -Repetition of pronouns ‘we’ and ‘our’ – conveys togetherness and collective suffering of soldiers. - ‘mad gusts tugging on the wire’ – personification	Form and Structure -Contrast of Cold>Warm>Cold imagery conveys Suffering>Delusions>Death of the hypothermic soldier. -Repetition of “but nothing happens” creates circular structure implying never ending suffering -Rhyme scheme ABBA and hexameter gives the poem structure and emphasises the monotony. -Pararhymes (half rhymes) (“nervous / knife us”) only barely hold the poem together, like the men.	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.	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.
Charge of the Light Brigade by Alfred, Lord Tennyson Themes: Conflict, Suffering, Reality of War, Patriotism Tones: Energetic, Tragic, Haunting		Bayonet Charge by Ted Hughes Themes: Conflict, Power, Reality of War, Nature, Bravery, Patriotism Tones: Bewildered, Desperate, Dreamy		War Photographer Themes: Conflict, Suffering, Reality of War Tones: Painful, Detached, Angry	
Content, Meaning and Purpose -Published six weeks after a disastrous battle against the Russians in the (unpopular) Crimean War -Describes a cavalry charge against Russians who shoot at the lightly-armed British with cannon from three sides of a long valley. -Of the 600 hundred who started the charge, over half were killed, injured or taken prisoner. -It is a celebration of the men’s courage and devotion to their country, symbols of the might of the British Empire.	Context -As Poet Laureate, he had a responsibility to inspire the nation and portray the war in a positive light: propaganda. -Although Tennyson glorifies the soldiers who took part, he also draws attention to the fact that a commander had made a mistake: “Someone had blunder’d” . -This was a controversial point to make in Victorian times when blind devotion to power was expected.	Content, Meaning and Purpose -Describes the terrifying experience of ‘going over the top’: fixing bayonets (long knives) to the end of rifles and leaving a trench to charge directly at the enemy. -Steps inside the body and mind of the speaker to show how this act transforms a soldier from a living thinking person into a dangerous weapon of war. -Hughes dramatises the struggle between a man’s thoughts and actions.	Context -Published in 1957, but most-likely set in World War 1. -Hughes’ father had survived the battle of Gallipoli in World War 1, and so he may have wished to draw attention to the hardships of trench warfare. -He draws a contrast between the idealism of patriotism and the reality of fighting and killing. (“King, honour, human dignity, etcetera”)	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.	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.”)
Language -“ Into the valley of Death ”: this Biblical imagery portrays war as a supremely powerful, or even spiritual, experience. -“ jaws of Death ” and “mouth of Hell” : presents war as an animal that consumes its victims. -“ Honour the Light Brigade/Noble six hundred ”: language glorifies the soldiers, even in death. The ‘six hundred’ become a celebrated and prestigious group. -“ shot and shell ”: sibilance creates whooshing sounds of battle.	Form and Structure -This is a ballad, a form of poetry to remember historical events – we should remember their courage. -6 verses, each representing 100 men who took part. -First stanza tightly structured, mirroring the cavalry formation. Structure becomes awkward to reflect the chaos of battle and the fewer men returning alive. -Dactylic dimeter (HALF-a leaugue / DUM-de-de) mirrors the sound of horses galloping and increases the poem’s pace. -Repetition of ‘the six hundred’ at the end of each stanza (epistrophe) emphasises huge loss.	Language -“ The patriotic tear that brimmed in his eye Sweating like molten iron ”: his sense of duty (tear) has now turned into the hot sweat of fear and pain. -“ cold clockwork of the stars and nations ”: the soldiers are part of a cold and uncaring machine of war. -“ his foot hung like statuary in midstride ”: he is frozen with fear/bewilderment. The caesura (full stop) jolts him back to reality. -“ a yellow hare that rolled like a flame And crawled in a threshing circle ”: impact of war on nature – the hare is distressed, just like the soldiers	Form and Structure -The poem starts ‘in medias res’: in the middle of the action, to convey shock and pace. -Enjambment maintains the momentum of the charge. -Time stands still in the second stanza to convey the soldier’s bewilderment and reflective thoughts. -Contrasts the visual and aural imagery of battle with the internal thoughts of the soldier = adds to the confusion.	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.	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.
Kamikaze by Beatrice Garland Themes: Conflict, Power, Patriotism, Shame, Nature, Childhood Tones: Sorrowful, Pitiful		The Emigree by Carol Rumens Themes: Conflict, Power, Identity, Protest, Bravery, Childhood Tones: Mournful, Defiant, Nostalgic		Checking Out Me History by John Agard Themes: Power, Protest, Identity, Childhood Tones: Defiant, Angry, Rebellious, Cynical	
Content, Meaning and Purpose -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.	Context -Cowardice or surrender was a great shame in wartime Japan. -To surrender meant shame for you and your family, and rejection by society: “he must have wondered which had been the better way to die” .	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.	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	Content, Meaning and Purpose -Represents the voice of a black man who is frustrated by the Eurocentric history curriculum in the UK – which pays little attention to the black history. -Black history is quoted to emphasise its separateness and to stress its importance.	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.
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.	Form and Structure -Narrative and speaker is third person, representing the distance between her and her father, and his rejection by society. -The first five stanzas are ordered (whilst he is flying on his set mission). -Only full stop is at the end of Stanza Five: he has made his decision to turn back. -The final two are in italics and have longer line to represent the fallout of his decision: his life has shifted and will no longer be the same. -Direct speech (“My mother never spoke again”) gives the poem a personal tone.	Language -“ I left it as a child ”: ambiguous meaning – either she left when <i>she</i> 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”	Form and Structure -First person. -The last line of each stanza is the same (epistrophe): “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.	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.	Form -Dramatic monologue, with a dual structure. -Stanzas concerning Eurocentric history (normal font) are interspersed with stanzas on black history (in <i>italics</i> 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.

Ozymandias by Percy Bysshe Shelley		My Last Duchess by Robert Browning		Tissue by Imtiaz Dharker			
Themes: Power of Nature, Decay, Pride		Themes: Power, Pride, Control, Jealousy, Status		Themes: Power of Nature, Control, Identity			
Tones: Ironic, rebellious		Tones: Sinister, Bitter, Angry		Tones: Gentle, Flowing, Ethereal			
Content, Meaning and Purpose -The narrator meets a traveller who tells him about a decayed stature that he saw in a desert. -The statue was of a long forgotten ancient King: the arrogant Ozymandias, 'king of kings.' -The poem is ironic and one big metaphor: Human power is only temporary – the statue now lays crumbled in the sand, and even the most powerful human creations cannot resist the power of nature.	Context -Shelley was a poet of the 'Romantic period' (late 1700s and early 1800s). Romantic poets were interested in emotion and the power of nature. -Shelley also disliked the concept of a monarchy and the oppression of ordinary people. -He had been inspired by the French revolution – when the French monarchy was overthrown.	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.	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.	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.	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.		
Language -'sneer of cold command': the king was arrogant, this has been recognised by the sculptor, the traveller and then the narrator. -'Look on my works, ye Mighty, and despair.': 'Look' = imperative, stressed syllable highlights commanding tone; ironic – he is telling other 'mighty' kings to admire the size of his statue and 'despair', however they should really despair because power is only temporary. 'The lone and level sands stretch far away.': the desert is vast, lonely, and lasts far longer than a statue.	Form and Structure -A sonnet (14 lines) but with an unconventional structure... the structure is normal until a turning point (a volta) at Line 9 (...these words appear). This reflects how human structures can be destroyed or decay. -The iambic pentameter rhyme scheme is also disrupted or decayed. -First eight lines (the octave) of the sonnet: the statue is described in parts to show its destruction. -Final two lines: the huge and immortal desert is described to emphasise the insignificance of human power and pride.	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.	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.	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.	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.		
Extract from The Prelude: Stealing the Boat by William Wordsworth		Storm on the Island by Seamus Heaney		London by William Blake			
Themes: Power of Nature, Fear, Childhood		Themes: Power of Nature, Fear		Themes: Power, Inequality, Loss, Anger			
Tones: Confident > Dark / Fearful > Reflective		Tones: Dark, Violent, Anecdotal		Tones: Angry, Dark, Rebellious			
Content, Meaning and Purpose -The story of a boy's love of nature and a night-time adventure in a rowing boat that instils a deeper and fearful respect for the power of nature. -At first, the boy is calm and confident, but the sight of a huge mountain that comes into view scares the boy and he flees back to the shore. -He is now in awe of the mountain and now fearful of the power of nature which are described as 'huge and mighty forms, that do not live like living men.' -We should respect nature and not take it for granted.	Context -Published shortly after his death, The Prelude was a very long poem (14 books) that told the story of William Wordsworth's life. -This extract is the first part of a book entitled 'Introduction – Childhood and School-Time'. -Like Percy Shelley, Wordsworth was a romantic poet and so his poetry explores themes of nature, human emotion and how humans are shaped by their interaction with nature.	Content, Meaning and Purpose -The narrator describes how a rural island community prepared for a coming storm, and how they were confident in their preparations. -When the storm hits, they are shocked by its power: its violent sights and sounds are described, using the metaphor of war. -The final line of the poem reveals their fear of nature's power	Context -Seamus Heaney was Northern Irish, he died in 2013. -This poem was published in 1966 at the start of 'The Troubles' in Northern Ireland: a period of deep unrest and violence between those who wanted to remain part of the UK and those who wanted to become part of Ireland. -The first eight letters of the title spell 'Stormont': this is the name of Northern Ireland's parliament. The poem might be a metaphor for the political storm that was building in the country at the time.	Content, Meaning and Purpose -The narrator is describing a walk around London and how he is saddened by the sights and sounds of poverty. -The poem also addresses the loss of innocence and the determinism of inequality: how new-born infants are born into poverty. -The poem uses rhetoric (persuasive techniques) to convince the reader that the people in power (landowners, Church, Government) are to blame for this inequality.	Context -The poem was published in 1794, and time of great poverty is many parts of London. -William Blake was an English poet and artist. Much of his work was influenced by his radical political views: he believed in social and racial equality. -This poem is part of the 'Songs of Experience' collection, which focuses on how innocence is lost and society is corrupt. -He also questioned the teachings of the Church and the decisions of Government.		
Language -'One summer evening (led by her)': 'her' might be nature personified – this shows his love for nature. -'an act of stealth / And troubled pleasure': confident, but the oxymoron suggests he knows it's wrong; forebodes the troubling events that follow. -'nothing but the stars and grey sky': emptiness of sky. -'the horizon's bound, a huge peak, black and huge': the image of the mountain is more shocking (contrast). -'Upreared its head' and 'measured motion like a living thing': the mountain is personified as a powerful beast, but calm – contrasts with his own inferior panic. -'There hung a darkness': lasting effects of mountain.	Form and Structure -First person narrative – creates a sense that it is a personal poem. -The regular rhythm and enjambment add to the effect of natural speech and a personal voice. -The extract can be split into three sections, each with a different tone to reflect his shifting mood: Lines 1-20: (rowing) carefree and confident Lines 21-31: (the mountain appears) dark and fearful Lines 32-44: (following days) reflective and troubled -Contrasts in tone: 'lustily I dipped my oars into the silent lake' versus 'I struck and struck again' and 'with trembling oars I turned'.	Language -'Nor are there trees which might prove company': the island is a lonely, barren place. -Violent verbs are used to describe the storm: 'pummels', 'exploding', 'spits'. -Semantic field of war: 'Exploding comfortably' (also an oxymoron to contrast fear/safety); 'wind dives and strafes invisibly' (the wind is a fighter plane); 'We are bombarded by the empty air' (under ceaseless attack). -This also reinforces the metaphor of war / troubles. -'spits like a tame cat turned savage': simile compares the nature to an animal that has turned on its owner.	Form and Structure -Written in blank verse and with lots of enjambment: this creates a conversational and anecdotal tone. -'We' (first person plural) creates a sense of community, and 'You' (direct address) makes the reader feel immersed in the experience. -The poem can split into three sections: Confidence: 'We are prepared:' (ironic) The violence of the storm: 'It pummels your house' Fear: 'it is a huge nothing that we fear.' -There is a turning point (a volta) in Line 14: 'But no'. This monosyllabic phrase, and the caesura, reflects the final calm before the storm.	Language -Sensory language creates an immersive effect: visual imagery ('Marks of weakness, marks of woe') and aural imagery ('cry of every man') -'mind-forged manacles': they are trapped in poverty. -Rhetorical devices to persuade: repetition ('In every..'); emotive language ('infant's cry of fear'). -Criticises the powerful: 'each chartered street' – everything is owned by the rich; 'Every black'ning church appals' - the church is corrupt; 'the hapless soldier's sigh / Runs in blood down palace walls' – soldier's suffer and die due to the decisions of those in power, who themselves live in palaces.	Form and Structure -A dramatic monologue, there is a first-person narrator ('I') who speaks passionately about what he sees. -Simple ABAB rhyme scheme: reflects the unrelenting misery of the city, and perhaps the rhythm of his feet as he trudges around the city. -First two stanzas focus on people; third stanza focuses on the institutions he holds responsible; fourth stanza returns to the people – they are the central focus.		
Key themes and connections: poems that you might choose to compare		Language for comparison		Assessment Objectives			
		<p>When poems have similarities Similarly, ... Both poems convey / address... Both poets explore / present... This idea is also explored in... In a similar way, ... Likewise, ...</p> <p>When poems have differences Although... Whereas... Whilst... In contrast, ... Conversely, ... On the other hand, ... On the contrary, ... Unlike...</p>		<p>Ensure that your answer covers all of these areas:</p> <p>AO1</p> <ul style="list-style-type: none"> Write a response related to the key word in the question. Use comparative language to explore both poems. Use a range of evidence to support your response and to show the meaning of the poems. <p>AO2</p> <ul style="list-style-type: none"> Comment on the effect of the language in your evidence, including individual words. Identify any use of poetic techniques and explain their effects. <p>AO3</p> <ul style="list-style-type: none"> What might the poet's intentions have been when they wrote the poem? Comment on the historical context – when was the poem published and what impact might it have had then, and today? 		<p>Poetic Techniques</p> <p>LANGUAGE</p> <p>Metaphor – comparing one thing to another Simile – comparing two things with 'like' or 'as' Personification – giving human qualities to the non-human Imagery – language that makes us imagine a sight (visual), sound (aural), touch (tactile), smell or taste. Tone – the mood or feeling created in a poem. Pathetic Fallacy – giving emotion to weather in order to create a mood within a text. Irony – language that says one thing but implies the opposite eg. <i>sarcasm</i>. Colloquial Language – informal language, usually creates a conversational tone or authentic voice. Onomatopoeia – language that sounds like its meaning. Alliteration – words that are close together start with the same letter or sound. Sibilance – the repetition of <i>s</i> or <i>sh</i> sounds. Assonance – the repetition of similar vowel sounds Consonance – repetition of consonant sounds. Plosives – short burst of sound: <i>t, k, p, d, g, or b</i> sound.</p> <p>STRUCTURE</p> <p>Stanza – a group of lines in a poem. Repetition – repeated words or phrases Enjambment – a sentence or phrase that runs onto the next line. Caesura – using punctuation to create pauses or stops. Contrast – opposite concepts/feelings in a poem. Juxtaposition – contrasting things placed side by side. Oxymoron – a phrase that contradicts itself. Anaphora – when the first word of a stanza is the same across different stanzas. Epistrophe – when the final word of a stanza is the same across different stanzas. Volta – a turning point in a poem.</p> <p>FORM</p> <p>Speaker – the narrator, or person in the poem. 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.</p>	

Knowledge Organiser: Unseen Poetry

Exam Questions:

Question **1** is worth 24 marks and will ask you to **analyse one poem**.

For Question **2** you'll have to **compare the unseen poem with one more unseen poem**. This question is worth 8 marks.

Try to use- What (title, themes, message), **Who** (character, people involved), **How** when discussing poems (language and structures and why they've been used)

Assessment Objectives:

AO1: form opinions, quote, discuss and reflect

AO2: technical terminology which supports your opinions

How we will be studying 'unseen poetry'

Week 1: Poetry: Where rules can be broken...

Week 2: How can atmosphere and setting shape a poem?

Week 3: What can poems show us about human relationships?

Week 4: How can poetry explore conflict?

Week 5: How can we write about poetry like experts?

Week 6: Assessment

Technical Terms- AO2

Alliteration- repeating the same letter at the beginning of words

Antagonist- character or person positioned as hostile

Irony- use of language which implies the opposite

Metaphor (included extended)- mapping from one domain to another: Calling your mother 'a witch' or saying 'you smashed my heart into pieces'

Motif- a repeated image forming a pattern

Personification- giving human features to non-human things

Protagonist- character or person positioned as 'leading';

Semantic Field- words connected by a meaning or topic

Sibilance- 's' sounds in words to create a whooshing or hissing sound

Simile- using 'like' or 'as' to compare two things

Symbolism- when an object is meaningful and 'stands for' something

Structural Devices- AO2

Anaphora- repeated words at the beginnings of lines

Blank Verse- a poem with no rhyme

Caesura- a pause in the middle of a line

Enjambment- a sentence runs over more than one line

Iambic Pentameter- 5 sets of unstressed/stressed beats in a line

Juxtaposition- opposites and things which don't 'fit' together

Oxymoron- two opposites next to each other

Repetition- something reoccurring

Rhythm- the beat

Volta- the turning point of a poem

Attitudes (just a selection):

Obsessive

Disgusted

Dismissive

Forlorn

Celebratory

Melancholy

Intense

Unsure

Insecure

Furious

Apathetic

Resigned

Poetic Forms:

Autobiographical- about the poet's life

Dramatic Monologue- a character speaks to the reader

Narrative- a story

Sonnet- 14 lines, often a love poem, ababcdcdefgg

Third Person- he/she/they- can be omniscient (all knowing)