



Conflict Poetry
Year 10 Homework Booklet
Spring 2

Week One:



You need to SMILE at the poems!

Structure – how is the poem put together? (stanzas/lines/enjambment/end stopped lines etc)

Meaning – what is the poem exploring?

Imagery – what images are created for the reader? How are they created?

Language – what language techniques has the poet used? (simile/metaphor/personification/alliteration etc)

Effect – what impact does all of this have on the person reading the poem (you!)

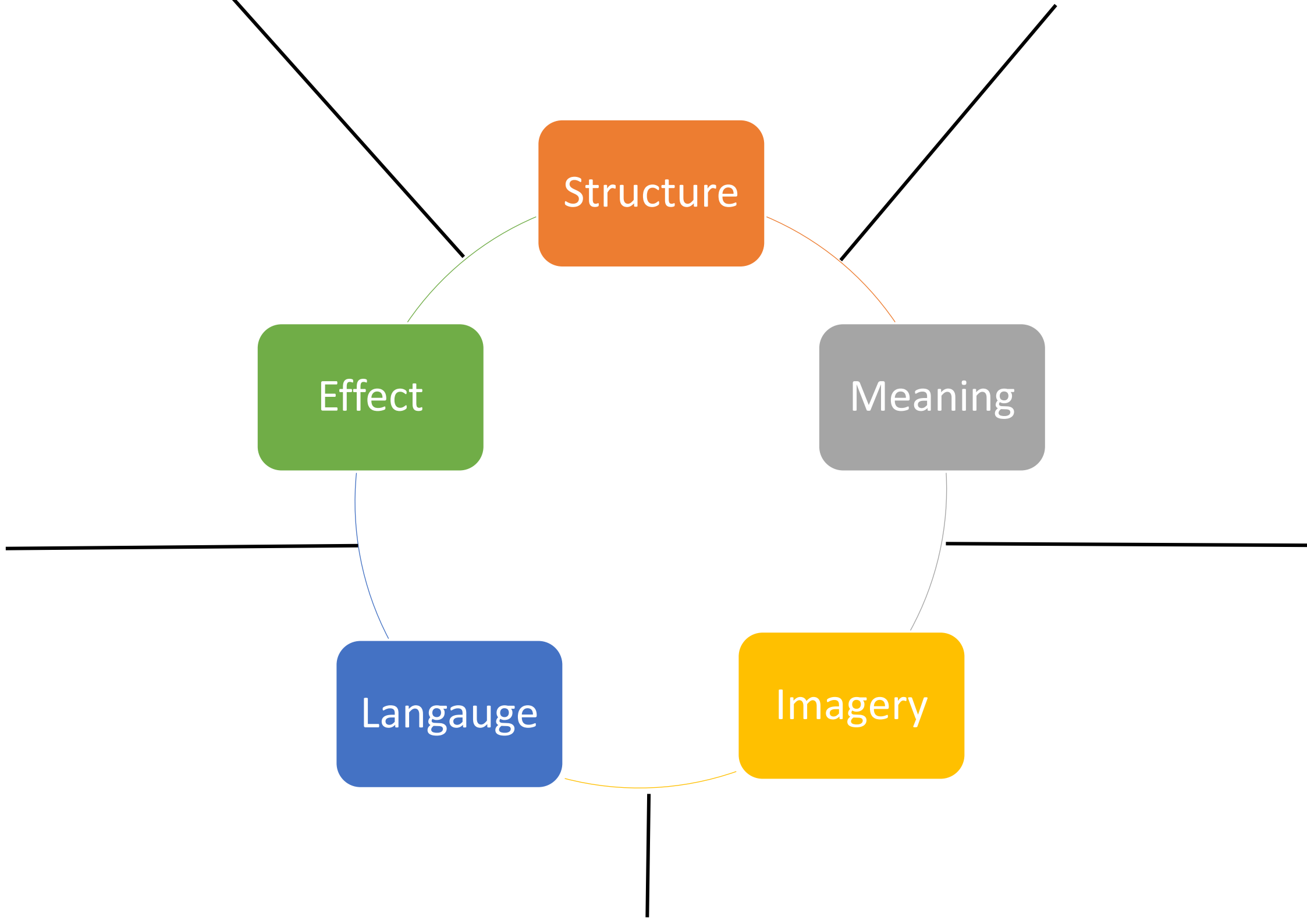
Use the three bullet points in the question to help guide you – they will always be:

- ideas and attitudes in each poem
- tone and atmosphere in each poem
- the effects of the language and structure used.

Using the poem that your teacher has told you to use, look up a blank copy of it on your iPad – **you shouldn't be using your anthology at this point as it's important to be testing your memory and your ability to analyse poetry without notes/prompts!**

Using the template on the next page create a **revision page** for each of the 5 areas of SMILE for this poem. Write the title of the poem in the centre.

You need to be as detailed as possible and always providing links to the theme of conflict. You should also consider the impact of the title and the poet's motivations/intentions behind the poem.



Structure

Effect

Meaning

Language

Imagery

Important Quotes:

Using the notes that you have just made, select the 5 most important/significant/thought provoking quotes that you think you could use to answer a range of questions.

How well do you know them?

Write them out here and annotate them: this does not mean 'translate the meaning' of the quote, it means analyse and speculate about the poet's choices and use of poetic techniques.

Example:

For the: repeated phrase throughout the poem – Clarke is suggesting that the 'Lament' is in honour of all these things that have been damaged or killed. Repetition underlines how important she feels it is that we remember.

Funeral silk (metaphor): black feathers as clothing for a funeral – connotations of the inevitable death of the bird (is the mourning clothing for the bird itself or for other animals that have been lost?)

**"For the cormorant in his funeral silk,
The veil of iridescence on the sand,"**

Veil (noun): links to secrecy and religion – when combined with "iridescence" it has connotations of the damage of war being somehow hidden from view – link to the title 'Lament' and all that's been lost or hidden during the conflict?

Veils are usually made of light material but the oil is heavy – this antithesis hints at the dangerous elements of the conflict.

Iridescence (noun): conflicting image of beautiful 'rainbow' of colours clashing with destructiveness of oil. Perhaps Clarke is referencing the horrific impact on nature that the Iraqi war had on nature.

Use the following pages to complete similar annotations for the 5 quotations that you have chosen.

Try to think about how the quotes would help you to answer a question on the poem so that your notes become functional revision resources rather than just explaining the 'plot' of the poem.

You could **highlight** key words/techniques/links etc to make them visually effective too.

Quote 1:

Quote 2:

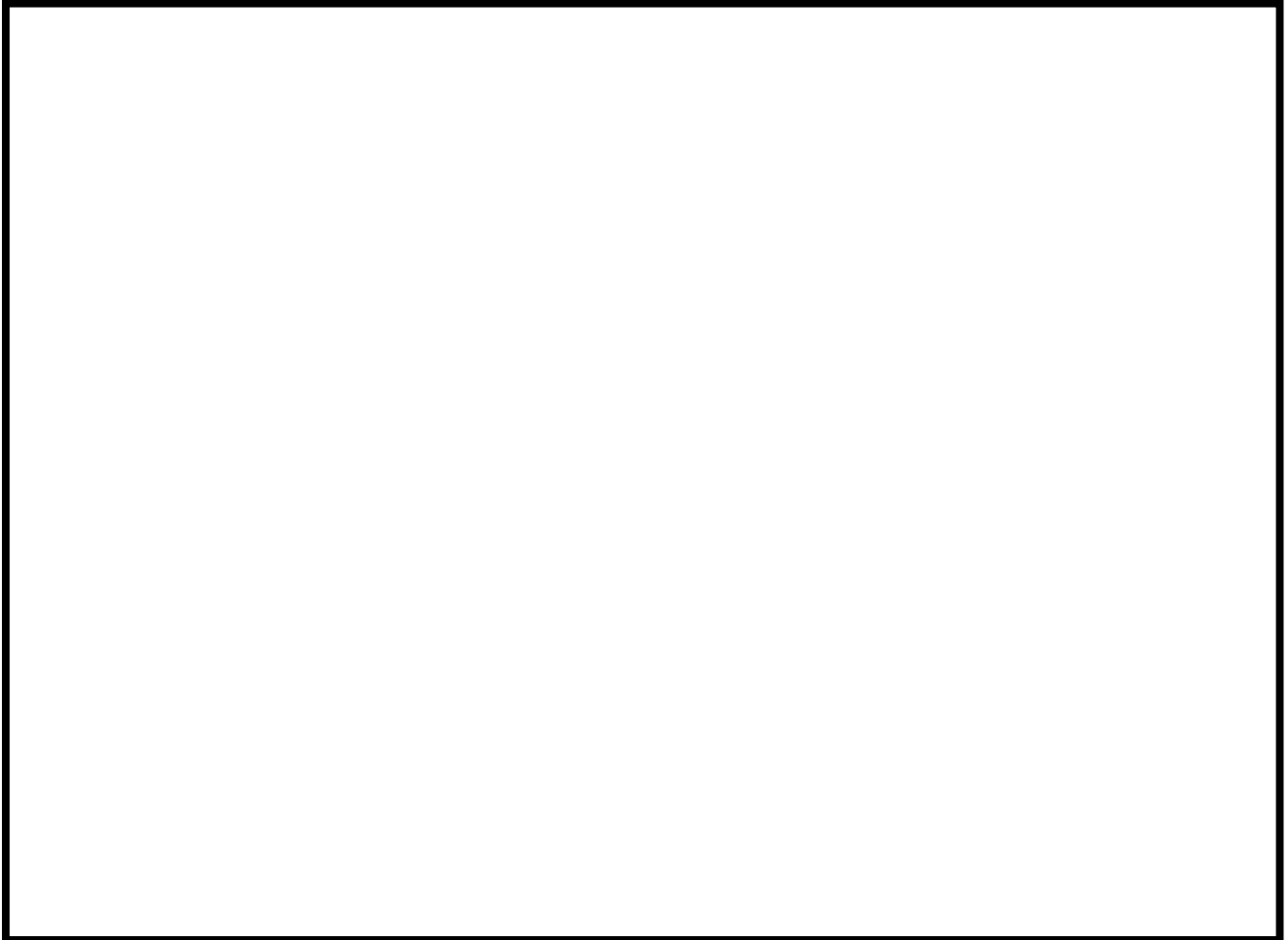
Quote 3:

Quote 4:

Quote 5:

How many of these 5 quotes do you know off by heart?!

Spend 5 minutes looking back at the work you have done and then test yourself in the space below – NO CHEATING! The more quotes you commit to memory now, the more likely you are to remember them later and you can gradually build up your memorised quotes over your GCSE.

A large, empty rectangular box with a black border, intended for the student to write their answers to the quiz question.

Week Two:

Semantic Fields

It is sometimes useful to be able to talk about more than one word in a poem without quoting huge chunks of text. Semantic fields help us here as they allow us to group words together by meaning/theme.



Example:

If a poem contained the words “pain”, “lethal” and “knife” we could say that the poem has a semantic field of **danger** as all those words are linked to this. We can then ask ourselves if this is a negative thing or a positive thing. This allows us to consider what the mood or atmosphere of the poem is and perhaps speculate why the poet feels positive/negative about it.

Complete the table on the next page to help you locate semantic fields in the poems you have studied so far. Some poems might have more than one semantic field – if this is the case then you might like to consider if they conflict each other or are part of a wider theme/idea – again, this can help us speculate about the poets’ intentions and feelings about what they are writing about.

Poem	Words linked by meaning	Semantic Field of...	Positive or Negative	Speculations about the poet's feelings/intentions
Envy	"violet", "lily", "minionet"	Flowers/nature	positive	Everything has its own type of beauty – envy is destructive to these naturally beautiful flowers therefore it is a negative thing. Positive beauty vs negative envy suggests she thinks envy is a destructive emotion.

Poem	Words linked by meaning	Semantic Field of...	Positive or Negative	Speculations about the poet's feelings/intentions

Week Three:

Read the response to the question below and annotate it in **one colour** for the things that is has done well – be specific. Now take **another colour** and annotate the response for things that have not been done well, could be improved or are missing.

Question: Explore in detail how one other poem from your anthology presents hostile emotions.

The poem 'Lament' presents hostile emotions through the use of adjectives. Clarke writes about the "burnt earth" and "scalded ocean". The adjective "scalded" has connotations of damage and pain and perhaps permanent damage. Clarke could be suggesting that humans' impact on the land around them is beyond hope. This can be seen as hostile as there is no way to recover what has been lost and Clarke is using the poem to lament this and suggest that the blame lies with mankind. In addition to this, "burnt" suggests things that are black and damaged by fire (potentially the weapons used in the Iraqi conflict); black has connotations of darkness, negativity and sin therefore hinting at the terrible things that humans have done to the land around them. This helps to demonstrate Clarke's hostile feelings about the damage that has been done.

Another way that 'Lament' explores hostile emotions is through the use of listing. Clarke structures her lament for what's been missed as a list of all the things that have been lost or damaged as a result of the war. Every new thought or concept is introduced with the word "For" and the repetition of this word means that we almost subconsciously tally up the number of things that have been lost. This underlines the impact of her message as each time we read "For" we know it is yet another thing – a sense of inevitability therefore comes across almost as if the list might be endless. This allows her to explore how hostile she feels about the dramatic losses to nature and the people affected by the war.

Clarke uses metaphors to explore hostile emotions. We see this in the final line of the poem when she writes “the ashes of language.” This metaphor suggests that as a result of the war, communication has been destroyed; this can be interpreted in several ways. Firstly it could be that the humans have stopped ‘communicating’ with nature, literally nature has been burnt so we are no longer paying attention to it and therefore it has turned to ash. Another way to view the metaphor is to consider that language has been turned to ashes as the two nations fighting are no longer listening to each other – their only language is that of war. This is very hostile as humans are so intent on their own success that nothing is being looked after anymore. Clarke is lamenting the loss of this care and attention.

Now look at the following mark scheme – what mark do you think this response should get and why?

Remember that you are tested on the following Assessment Objectives for this unit:

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant terminology where appropriate.

AO1: Read, understand and respond to texts: maintain a critical style; develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.

<p>Level 6 (18–20 marks) Sustained critical style in an informed personal response to both text and task</p>	<ul style="list-style-type: none"> • Detailed and sensitive analysis of writer’s use of language, form and structure to create meanings and effects (AO2) • Consistently effective use of relevant subject terminology (AO2) • Sustains a coherent critical style in an informed personal response to the text showing consistently perceptive understanding (AO1) • Textual references and quotations are precise, pertinent and skilfully interwoven (AO1) • Achieves a sustained, interwoven comparison of texts
<p>Level 5 (15–17 marks) Convincing critical style in a well-developed personal response to both text and task</p>	<ul style="list-style-type: none"> • Thoughtful examination of writer’s use of language, form and structure to create meanings and effects (AO2) • Good use of relevant subject terminology (AO2) • Maintains a convincing critical style in a well–developed personal response to the text showing some insightful understanding (AO1) • Textual references and quotations are well–selected and fully integrated (AO1) • Achieves a sustained comparison of texts
<p>Level 4 (11–14 marks) Credible critical style in a detailed personal response to both text and task</p>	<ul style="list-style-type: none"> • Some analytical comments on writer’s use of language, form and structure to create meanings and effects (AO2) • Competent use of relevant subject terminology (AO2) • Demonstrates some critical style in a detailed personal response to the text showing clear understanding (AO1) • Relevant textual references and quotations are selected to support the response (AO1) • Develops some key points of comparison between texts
<p>Level 3 (7–10 marks) A reasonably developed personal response to both text and task</p>	<ul style="list-style-type: none"> • Reasonable explanation of writer’s use of language, form and structure to create meanings and effects (AO2) • Some use of relevant subject terminology (AO2) • Develops a reasonably detailed personal response to the text showing understanding (AO1) • Uses some relevant textual references and quotations to support the response (AO1) • Makes some explicit, relevant comparisons between texts
<p>Level 2 (4–6 marks) A straightforward personal response to both text and task</p>	<ul style="list-style-type: none"> • Simple comments on writer’s use of language, form or structure (AO2) • Limited use of subject terminology (AO2) • Begins to develop a straightforward personal response to the text showing some understanding (AO1) • Gives some relevant support from the text (AO1) • Some identification of key links between texts
<p>Level 1 (1–3 marks) A basic response to both text and task</p>	<ul style="list-style-type: none"> • A little awareness of language, form or structure (AO2) • Very little use of subject terminology (AO2) • Makes a few relevant comments about the text (AO1) • Makes limited references to the text (AO1) • Limited, if any, attempt to make obvious links between texts
<p>0 marks</p>	<p>No response or no response worthy of credit.</p>

Week Four:



Titles

This week you are going to consider the titles of the poems that you have covered so far in class.

It is possible to think about the structure of the poem and link this to the title. Some titles are short and sharp (perhaps just a single word) – how does this compare to the structure of the rest of the poem? How does this link to the emotions and mood explored in the poem?

Poets have chosen the titles of their poems deliberately so it makes sense that we make use of them in our analysis.

Look back at the poems you covered last half term and fill out the table below using these questions to help you:

Questions to consider:

- Is the title's meaning obvious? For example, does it mention a single setting and/or action?
- Does it imply multiple possibilities? For example, 'Lament' or 'Partition'?
- Is there antithesis (opposite), as with 'Anthem for Doomed Youth'?
- Is there historical significance to the title? For example, 'The Destruction of Sennacherib'?
- Are there any poetic techniques used in the title?
- Are the words from the title used in the body of the poem itself? Why/why not?

A Poison Tree

Envy

Boat Stealing

The Destruction of Sennacherib

There's a Certain Slant of Light

The Man He Killed

Anthem for Doomed Youth

Vergissmeinnicht

What Were They Like?

Lament

Punishment

Flag

Phrase Book

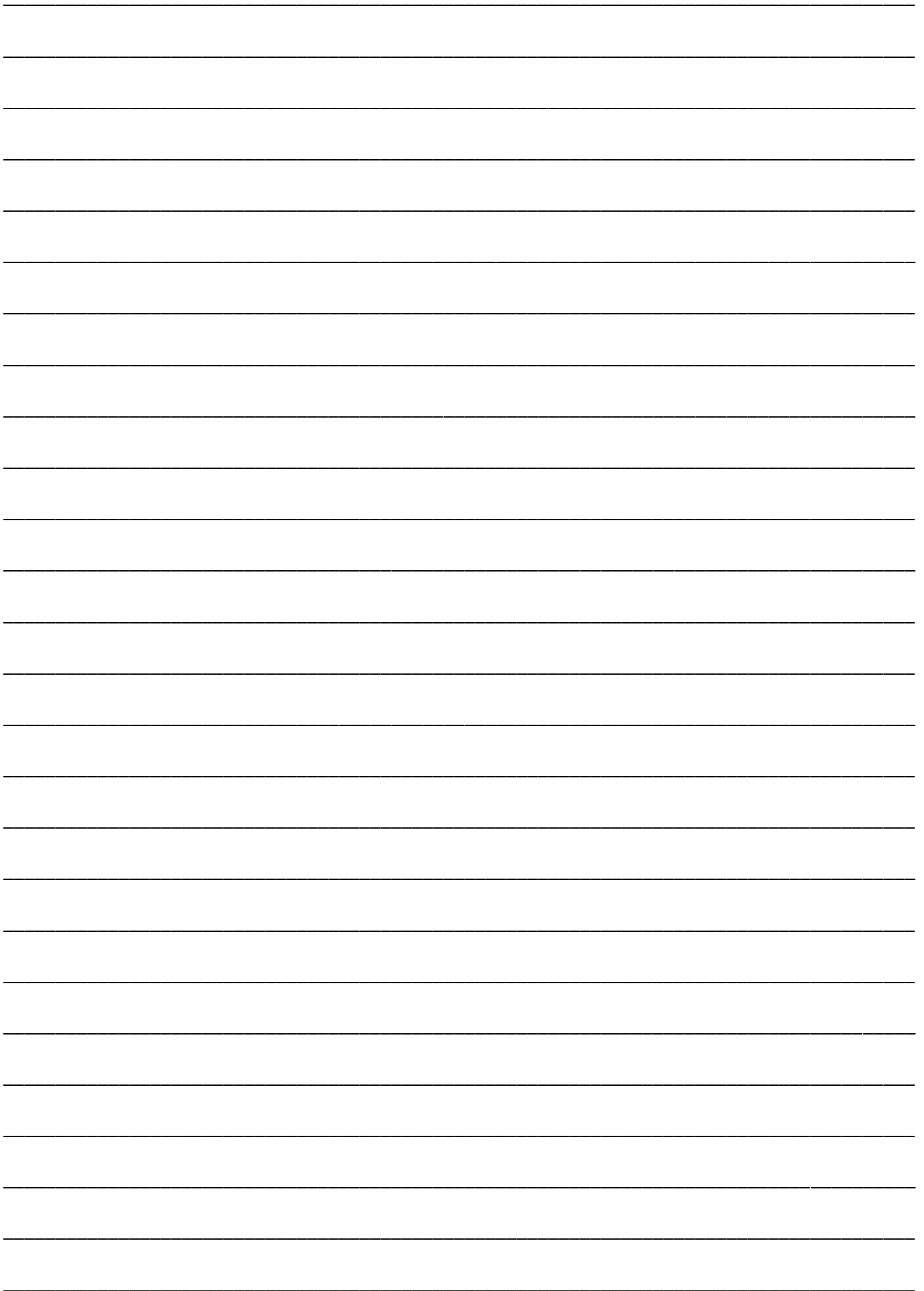
Honour Killing

Partition

Poem Title	Words (word class, how many?)	Techniques	Link to the structure of the poem	Emotions provoked by the title	Speculation: why did the poet choose this title?

Imagine you are answering this question: **Explore one other poem from your anthology that presents lives affected by conflict.**

Write a **PEE paragraph** that uses the title of your chosen poem rather than a quote from the main body of the poem. Use all the above information and prompt questions to help you.



Week Five:



Comparison:

Here are some questions to help you think about the themes, ideas and attitudes of two poems when making a comparison:

- Who is the speaker in each poem?
- How are the speaker's views similar or different?
- Does one poem present a more positive view than the other?
- Do they focus on the same aspect of the overall theme?
- Is there a stronger point of view in one poem compared to the other?
- Do they concentrate on one aspect of a theme or explore different areas?
- What about the tone or mood of each poem - are they similar?
- Are there any techniques that both poets use? What are the effects on the reader?

An important aspect of analysing poems involves making comment on form, structure and language. When comparing the use of form, structure and language in two poems it's important to remember that the poets will have specifically chosen to write their poem in a particular way. They will have thought about how form, structure and language would suit their intended effect. It is particularly important that you think about ways in which form, structure and language link to meaning and effect.

Example question

Read the opening of these two poems and think about ways in which they are similar or different. Try to concentrate on their form, structure and language.

Poem A

Exposure (by Wilfred Owen)

Our brains ache, in the merciless iced east wind that knife us...

Wearied we keep awake because the night is silent....

Poem B

The Destruction of Sennacherib (by Lord Byron)

The Assyrian came down like a wolf on the fold,

And his cohorts were gleaming in purple and gold;

Example response

Just from the opening two lines of each poem, you can already see ways in which the poems work differently.

Which of the following responses do you think works best?

Example A

Byron uses a simile 'like a wolf on the fold' which shows how strong the army is. He compares it to a wolf attacking sheep. However, Wilfred Owen does not use a simile which makes his opening less powerful.

Example B

Both poets create a strong visual impression in the opening lines. Byron does this through the simile 'like a wolf on the fold', comparing the army to a wolf attacking helpless sheep and showing the army's power. Owen's use of 'merciless iced east winds' shows the bitter cold of the wind, and the image of it 'kniving' the soldiers shows its violence.

Feedback

Example B is the strongest response. Although example A appreciates the power of Byron's opening, the understanding is weaker because it tries to match up the use of a simile too directly with Owen. Owen's opening is not *less* powerful because it does not have a simile, the poet has just chosen a different approach.

Although in the exam you have to compare a poem from your anthology with an unseen poem, it is great practice (and revision) to use the poems you already know.

Take two of the poems you have studied so far and complete the table of comparison about them.

Who is the speaker in each poem?	Poem 1:	Poem 2:
How are the speaker's views similar or different?		
Does one poem present a more positive view than the other?		
Do they focus on the same aspect of the overall theme?		
Is there a stronger point of view in one poem compared to the other?		
Do they concentrate on one aspect of a theme or explore different areas?		
What about the tone or mood of each poem - are they similar?		
Are there any techniques that both poets use? What are the effects on the reader?		

