

Year 10 Knowledge Organiser – Power and Conflict Poetry



AO1: S.Q.I.
points and quotes

AO2: M.Q.E.
language and structure

AO3: C
contexts and meanings

YouTube
Tutorials on every poem!
'Mr Bruff AQA Power and Conflict Poetry'

Ozymandias
Percy Bysshe Shelley



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.



Exposure
Wilfred Owen

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.



War Photographer
Carol Ann Duffy

Like Tennyson and 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 people whose job requires them to record horrific events without being able to help. The location is ambiguous and therefore universal: ("Belfast. Beirut. Phnom Penh.")

London
William Blake



Published in 1794, a time of great poverty in many parts of London. 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.



Storm on the Island
Seamus Heaney

Heaney was Northern Irish and died in 2013. This poem was published in 1966 at the start of 'The Troubles' in Northern Ireland: a period of 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 in the country.



Tissue
Imtiaz Dharker

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.

Extract from 'The Prelude'
William Wordsworth



Published shortly after his death, The Prelude was a very long poem (14 books) that told the story of Wordsworth's life. This extract is the first part of a book entitled 'Introduction – Childhood and School-Time'. Like 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.



Bayonet Charge
Ted Hughes

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")



The Emigree
Carol Rumens

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

My Last Duchess
Robert Browning



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.



Remains
Simon Armitage

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



Checking Out Me History
John Agard

Agard was born in the Caribbean in 1949 and moved to the UK in the 1970s. His poetry challenges 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.

The Charge of the Light Brigade
Alfred Lord Tennyson



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.



Poppies
Jane Weir

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".



Kamikaze
Beatrice Garland

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".

AO1 – S.Q.I.

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.

AO2 – M.Q.E.

Comment on the effect of the language in your evidence, including individual words. Identify any use of poetic techniques and explain their effects.

AO3 - C

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?



LANGUAGE METHODS

- ✓ Metaphor – comparing one thing to another
- ✓ Simile – comparing two things with 'like' or 'as'
- ✓ Personification – giving human qualities to the nonhuman
- ✓ Imagery – language that makes us imagine a sight
- ✓ Senses – sights, sounds, smells, tastes, feelings
- ✓ Tone – the mood or feeling created in a poem.
- ✓ Pathetic Fallacy – using weather to create a mood
- ✓ 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.
- ✓ 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.

STRUCTURAL METHODS

- ✓ Stanza – a verse, or 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.
- ✓ Volta – a turning point in a poem.
- ✓ 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.

S.Q.I.

Statement
Quote
Inference

M.Q.E.

Method
Quote
Effect

C.

Context



Similarities

- ✓ Similarly
- ✓ Both poems convey
- ✓ Both poets present
- ✓ This idea is also explored
- ✓ In a similar way
- ✓ Likewise

Differences

- ✓ Although
- ✓ Whereas
- ✓ Whilst
- ✓ In contrast,
- ✓ Conversely
- ✓ On the other hand
- ✓ On the contrary
- ✓ Unlike
- ✓ However
- ✓ Alternatively

Task One: Context and Meaning

Read through the mini-biographies and contextual information overleaf.

Choose 2 of the poets to research in more detail. Produce page biographies on each of your poets.

Include:

- Their life, career and writing
- Their views, perspectives and ideas
- Their influences

Grade 7-9 enrichment:

Add your thoughts about why these writers would choose poetry as a way to express their views. Find poems they have written and explore their links and wider meaning.

Deadline:

Task Two: Power of Humans

Humans often use power to benefit themselves. The misuse of power can lead to people being hurt. Poets often use their writing as a way to express their views about leadership, politics and society.

Write about how the power of humans is presented in two of the poems you have studied e.g. Ozymandias and London.

- What are the poets saying? SQI x 4
- How are they presenting their views using language/structure? MQE x 4
- How does this link to the context of the poem? C x 4

Grade 7-9 enrichment:

Write about the poem Tissue or one other of your choice. How does your poem express the idea that power is ultimately temporary?

Deadline:

Task Three: The Power of Nature

Nature is a powerful force that can cause suffering and destruction. It is often personified in poetry to describe its effects in human terms. Nature has the power to change humans and affect their decisions.

Write about, using the poems you have studied:

- How nature is presented as enemy – SQI x 4
- How nature can have a powerful effect on humans – SQI x 4
- How poets have used language to explore nature's power – MQE x 4

Grade 7-9 enrichment:

Compare how nature is expressed in the poems Kamikaze and The Prelude. How is nature shown to be powerful, beautiful and life changing?

Deadline:

Task Four: Conflict

Conflict causes injury, both physical and psychological. Even people not directly involved in fighting can be affected by conflict.

Produce a detailed mind map showing how different poems represent physical and psychological conflict.

Think about:

- How conflict affects people who fight and people who don't fight
- The horror of war can be described as it happens and after it happens
- Conflict can cause loss and absence of people and places

Grade 7-9 enrichment:

Organise the poems you have studied into a diagram to show those that express ideas about different forms of conflict.

Deadline:

Task Five: Memory and Emotion

Memories can be powerful and personal. They can be fond, nostalgic, angry, haunting, vivid... Poems express a range of emotions from fear, pride, guilt, passion, love, grief...

Think about the poems you have studied so far. Write about:

- Memories that are described vividly by poets – S.Q.I. / M.Q.E. / C. x 4
- Different emotions expressed by poets – S.Q.I. / M.Q.E. / C. x 4

Grade 7-9 enrichment:

- Compare Ozymandias with Mu Last Duchess. Write about how pride can lead to arrogance.
- Compare The Prelude with Bayonet Charge. Write about how people deal with situations they cannot control or understand.

Deadline:

Task Six: Identity and individual Experiences

Belonging to a family, a culture, a community, a faith are all important parts of human identity. National identity and patriotism can have powerful effects. Conflict can lead to individual experiences that lead, in turn, to a loss of identity.

Choose a pair of poems. Write to compare how they present identity:

- Poppies and Tissue – family identity
- Kamikaze and Checking Out Me History – National Identity
- Bayonet Charge and War Photographer – isolation
- London and The Prelude – unique experiences of places

Grade 7-9 enrichment:

Write about how the mother in Poppies is affected by her son's changing identity.

Deadline: