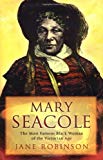
**Easter Homework**

**Year 10-2020**

**Poetry Anthology:**

**Power and Conflict**

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***Tissue-Imitiaz Dharker***

***Emigree-Carol Rummens***

***Checking Out Me History-John Agard***

***Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Set: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

I ***respect*** myself. Being organised is a life skill-I’m going to be ***ready, resilient and responsible*** for my GCSE success.

**ENGLISH LITERATURE AQA Assessment Objectives**

**Knowledge of the narrative, themes, characters and ideas supported with well-chosen quotations (AO1);**

**Analysis of the writer’s methods (including language and structure) to create meaning and effect using specific subject terminology (AO2);**

\*NOTE: AO1 and AO2 equate to **80% of the GCSE** assessment.

**Show understanding of the relationships between texts and the contexts in which they are written (AO3).**

\*NOTE: AO3 equates **to 15% of the GCSE** assessment.

**TASK**

**For each of the poems:**

1. Read and understand the poems.
2. Annotate the poems with your ideas about language and structure
3. Complete a TWIST/ED analysis of each poem
4. Research the context of each poem/poet and make summary notes/Link to other poems within the anthology that share similar themes.

**Don’t forget to use the glossary of subject specific vocabulary (SSV) printed at the back to help your analysis and support understanding of these terms.**

Your teachers will expect you to have done this homework and return it, completed, after the Easter break.

***Tissue*** by **Imtiaz Dharker**

*Paper that lets the light*

*shine through, this*

*is what could alter things.*

*Paper thinned by age or touching,*

*the kind you find in well-used books,*

*the back of the Koran, where a hand*

*has written in the names and histories,*

*who was born to whom,*

*the height and weight, who*

*died where and how, on which sepia date,*

*pages smoothed and stroked and turned*

*transparent with attention.*

*If buildings were paper, I might*

*feel their drift, see how easily*

*they fall away on a sigh, a shift*

*in the direction of the wind.*

*Maps too. The sun shines through*

*their borderlines, the marks*

*that rivers make, roads,*

*railtracks, mountainfolds,*

*Fine slips from grocery shops*

*that say how much was sold*

*and what was paid by credit card*

*might fly our lives like paper kites.*

*An architect could use all this,*

*place layer over layer, luminous*

*script over numbers over line,*

*and never wish to build again with brick*

*or block, but let the daylight break*

*through capitals and monoliths,*

*through the shapes that pride can make,*

*find a way to trace a grand design*

*with living tissue, raise a structure*

*never meant to last,*

*of paper smoothed and stroked*

*and thinned to be transparent,*

*turned into your skin.*

|  |  |  |
| --- | --- | --- |
| TWISTED | QUESTIONS TO CONSIDER | **Tissue**-Imitiaz Dhaker |
| Themes | What subjects is the poem about?  What is the poet’s message? |  |
| Words | What words stand out and why? Sound/impact  Alliteration?  Onomatopoeia?  Repetition?  Tone?  Formality? |  |
| Imagery | Are similes, metaphors, symbolism and personification used? |  |
| Structure | How is the poem set out?  Does the rhyme and rhythm contribute to the meaning?  How many stanzas are used and are they regular (equal  length)? |  |
| Thoughts and Feelings | How do you feel about the poem?  Is it effective?  Why? |  |
| Emotions and tone | What is the mood of the poem? Is the poet/narrator trying to make us understand something? Is there a message in the poem? |  |
| Description | What descriptive language is being used? Evidence of the senses? Are the words positive or negative? What connotations do they have? |  |

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| c. Ayesha Dharker Tissue-Imitiaz Dhaker - Context -Poet |
| Tissue -Context –Poem |
| Image result for dharker tissueShared themes or links to these or other poems… |

**The Émigrée**

***Carol Rumens***

*There once was a country… I left it as a child*

*but my memory of it is sunlight-clear*

*for it seems I never saw it in that November*

*which, I am told, comes to the mildest city.*

*The worst news I receive of it cannot break*

*my original view, the bright, filled paperweight.*

*It may be at war, it may be sick with tyrants,*

*but I am branded by an impression of sunlight.*

*The white streets of that city, the graceful slopes*

*glow even clearer as time rolls its tanks*

*and the frontiers rise between us, close like waves.*

*That child’s vocabulary I carried here*

*like a hollow doll, opens and spills a grammar.*

*Soon I shall have every coloured molecule of it.*

*It may by now be a lie, banned by the state*

*but I can’t get it off my tongue. It tastes of sunlight.*

*I have no passport, there’s no way back at all*

*but my city comes to me in its own white plane.*

*It lies down in front of me, docile as paper;*

*I comb its hair and love its shining eyes.*

*My city takes me dancing through the city*

*of walls. They accuse me of absence, they circle me.*

*They accuse me of being dark in their free city.*

*My city hides behind me. They mutter death,*

*and my shadow falls as evidence of sunlight.*

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| TWISTED | **The Émigrée** by Carol Rumens |
|  |  |
| Themes |  |
| Words |  |
| Imagery |  |
| Structure |  |
| Thoughts and Feelings |  |
| Emotions and tone |  |
| Description |  |

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| Image result for emigree carol rumensCarol Rumens- Context -Poet |
| Emigree- Context -Poem |
| Image result for syria cityShared themes or links to these or other poems… |

**Checking Out Me History**

**John Agard**

Dem tell me

Dem tell me

Wha dem want to tell me

Bandage up me eye with me own history

Blind me to my own identity

Dem tell me bout 1066 and all dat

dem tell me bout Dick Whittington and he cat

But Touissant L’Ouverture

no dem never tell me bout dat

Toussaint

a slave

with vision

lick back

Napoleon

battalion

and first Black

Republic born

Toussaint de thorn

to de French

Toussaint de beacon

of de Haitian Revolution

Dem tell me bout de man who discover de balloon

and de cow who jump over de moon

Dem tell me bout de dish run away with de spoon

but dem never tell me bout Nanny de maroon

Nanny

see-far woman

of mountain dream

fire-woman struggle

hopeful stream

to freedom river

Dem tell me bout Lord Nelson and Waterloo

but dem never tell me bout Shaka de great Zulu

Dem tell me bout Columbus and 1492

but what happen to de Caribs and de Arawaks too

Dem tell me bout Florence Nightingale and she lamp

and how Robin Hood used to camp ….continues on the next page

…

Dem tell me bout ole King Cole was a merry ole soul

but dem never tell me bout Mary Seacole

From Jamaica

she travel far

to the Crimean War

she volunteer to go

and even when de British said no

she still brave the Russian snow

a healing star

among the wounded

a yellow sunrise

to the dying

Dem tell me

Dem tell me wha dem want to tell me

But now I checking out me own history

I carving out me identity

Historical dictionary to help your understanding of the poem. Find out who these people were…

**Toussaint L’Overture:**

**Nanny de Maroon:**

**Caribs and Arawaks:**

**Mary Seacole:**

|  |  |
| --- | --- |
|  | **Checking Out Me History** –John Agard |
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| --- |
| John Agard-Context -Poet |
| Checking Out Me History-Context -Poem |
| Image result for toussaint louvertureShared themes or links to these or other poems… |



**Useful Poetic Terminology**

**Alliteration**: words that begin with the same letter sound, e.g. ‘flowing flakes that flock’

**Allusion**: reference to another text or idea, e.g. ‘the valley of Death’

**Ambiguous**: when something is left deliberately unclear, e.g. the final lines of Bayonet Charge.

**Anaphora**: repetition of a phrase at the start of a line or sentence, e.g. “Cannon to”, “Dem tell me”

**Assonance**: words that share the same vowel sound, e.g. ‘wearied we keep awake because’

**Caesura**: a pause in a line of poetry, e.g. ‘Nothing beside remains. Round the decay’

**Connotations**: what a word or phrase suggests, e.g. ‘black’ usually connotes darkness, evil or death.

**Enjambment**: where a line has no punctuation at the end and breaks onto a new line, but carries on an idea, e.g. ‘One of my mates goes by / and tosses his guts back into his body.’ **Hyperbole**: deliberate exaggeration, used to emphasise a point.

**Iambic pentameter**: a line of poetry with 10 syllables, e.g. ‘The lone and level sands stretch far away.’

**Metaphor:** describing something by saying it is something else, e.g. ‘mind-forged manacles’, ‘an ornamental stitch’, ‘the gelled / blackthorns of your hair.’

**Monologue**: one person speaking (dramatic monologue), e.g. My Last Duchess.

**Motif**: a repeated idea or theme.

**Narrative**: writing that tells a story.

**Onomatopoeia**: use of words which echo their meaning in sound, e.g. ‘thunder’d’

**Oxymoron**: two words that seem to contradict each other, e.g. ‘exploding comfortably’

**Personification**: giving an object or animal human characteristics, e.g. ‘the wind’s nonchalance’

**Poetic Persona**: when the poet takes on a voice in the poem.

**Refrain**: repeating of a single line in a poem, e.g. ‘Rode the six hundred.’ ‘But nothing happens.’

**Repetition**: repeating the same word or phrase, e.g. ‘a huge peak, black and huge’, ‘I struck and struck again’, ‘Half a league, half a league / Half a league’

**Rhyme Scheme**: abbcca etc

**Rhyming couplets:** Two lines that rhyme next to each other, e.g. ‘Plunged in the battery-smoke / Right thro’ the line they broke’

**Rhythm**: is the beat or pace of the words. It can be regular or irregular, slow or fast, depending on the effect the poet wants to create.

**Sibilance**- repetition of ‘s’ or ‘sh’ sounds, e.g. ‘Storm’d at with shot and shell’

**Simile** – imagery comparison using as or like, e.g. ‘little fishing boats / strung out like bunting’, ‘spits like a tame cat’, ‘He lugged a rifle numb as a smashed arm’

**Stanza**: is a section of a poem sometimes referred to as a verse.

**Symbolism**: when object stands for something else, e.g. ‘ dove’ = peace and hope

**Tone**: mood or feelings suggested by the poem

Highlight the subject specific vocabulary you think you know. Have you included these in your notes/analysis?

Plan your answer to the following question below:

Compare how the poets explore the theme of identity and belonging in ***Checking Out Me History*** and one other poem of your choice.

[30 marks]

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**Use this space to reflect on your learning, knowledge and skills.**

How did I approach the task? Where did I find the information I needed?

How much did I think for myself and retrieve from memory?

What am I most pleased about/proud of in this unit of work?

How has this independent work helped to deepen my understanding of these poems?

How would I rate my effort with this work? How does it compare to my previous homework?

Having reflected on my overall effort and looked at my peers’ homework, I think I need to target…

What do I know?

What do I still need to know?

How will I improve my understanding?

What is my responsibility in gaining knowledge and skills?

Where can I get help?