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| **Remains by Simon Armitage** | **Poppies by Jane Weir** | **War Photographer by Carol Ann Duffy** | **Tissue by Imtiaz Dharker** |  |
| **Context**  Made alongside a TV programme about survivors of war suffering from PTSD. Increased public awareness of PTSD amongst military  **Language**  **-“Remains”** – what’s left over, unwanted  **-“Then he’s carted off in the back of a lorry”** reduction of humanity to waste/cattle, alludes to Dulce Et  **-“he’s here in my head when I close my eyes/dug in behind enemy lines”** metaphor for war in his head  **-“his bloody life in my bloody hands”** alludes to Macbeth, guilt, violent  **Form and Structure**  Monologue in present tense to convey flashback (symptom of PTSD)  Repetition of “Probably armed, Possibly not” conveys guilt & bitterness | **Context**  Set around Iraq & Afghanistan wars but conflict ambiguous to give a timeless relevance. Hints of critical tone about how soldiers can be “intoxicated” by the glamour of the military  **Language**  -Contrasting semantic fields of home/childhood **“cat hairs” “play at being eskimos” “bedroom”** with war/injury **“blockade” “bandage”**  -Aural (sound) imagery **“All my words flattened, rolled, turned into felt”** shows pain & inability to speak, tactile imagery, poet was textile deisgner  **-“I was brave as I walked with you, to the front door”**  **Form & Structure**  Elegy, poem of mourning  Caesura – trying to hold it together but breaking | **Context**  Friendship with photographer, interested in those who record terrible events but cannot help. Location ambiguous, and so universal **(“Belfast. Beirut. Phnom Penh.”)**  **Language**  **-“All flesh is grass”** Biblical reference, life is temporary  **-“He has a job to do”** like a soldier, duty  **-“The reader’s eyeballs prick/ with tears between the bath and pre-lunch beers**” sense of bathos – contrast, how images don’t convey true horror/are ignored  Religious semantic field **“Priest” “mass” “church”,** like a Priest, teaching a message  **Form & Structure**  Enjambment – world is out of order and confused  Rhyme – trying to bring order to chaos | **Context**  Poem about fragility of humanity and how we rely on paper too much  **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 light is central to life, positive & powerful force that can break through ‘tissue’  **-“pages smoothed and stroked and turned”** gentle verbs – documents such as Koran are treated with respect  **-“Fine slips… might fly our lives like paper kites”** simile suggesting we allow ourselves to be controlled by paper  **Form & Structure**  Enjambment creates a feeling of freedom  Final line not in a stanza – we are fragile |
| Image result for st bartholomew's school logo**POETRY CLUSTER – POWER AND CONFLICT (part 2)** |
| **The Emigée by Carol Rumens** | **Checking Out Me History by Agard** | **Kamikaze by Beatrice Garland** | **Poetry Terminology** |
| **Context**  Home country not revealed – universal  **Language**  **-“I am branded by an impression of sunlight”** imagery of light, hope,belonging  -Semantic field of conflict **“Tyrant, tanks, frontiers”**  **-“bright, filled paperweight”** memory is bright, keeps her grounded  -Simile **“That child’s vocabulary I carried here/ like a hollow doll”** smuggling, language as identity, dangerous  -Personification of city **“my city takes me dancing” “I comb its hair and love its shining eyes”**  **Form & Structure**  Last line of each stanza is the same (epistrophe) “sunlight”  First two stanzas have enjambment (freedom), last stanza has full stops (now trapped) | **Context**  Grew up in Caribbean  Poetry challenges racism & prejudice  **Language**  -Imagery of fire & light regarding black historic characters **“Toussaint de beacon” “Fire woman” “yellow sunrise”**  -Non-standard, phonetic spelling **“dem tell me”** plosive sounds, identity, claims language/dialect, “dem” accusatory  **-“I carving out me identity**” metaphor, struggle to create identity  **-“Blind me to own identity” “bandage up me eye”** metaphor of sight and not seeing the whole picture  **Form & Structure**  Black history as serious lessons, white mixed with nursery rhymes  Lack of punctuation – rejecting the rules  Repetition of **“dem tell me”** frustration | **Context**  Japan – surrender was a great shame for you & your family, meant rejection by society **“he must have wondered which had been the better way to die”**  **Language**  **-“dark shoals of fish flashing silver”** image links to a Samurai sword – conveys the conflict between his love for nature/life & his sense of duty, also has sibilance  **-“they treated him as though he no longer existed”** cruel irony – he chose to live but must live as though he is dead  **-“was no longer the father we loved”** the pilot was forever affected by his decision  **Form & Structure**  Narrative & speaker is 3rd person, distance between her & her father & his rejection by society  Only full stop is at the end of stanza 5, he has made the decision to turn back | * Caesura – punctuation used mid line to slow down or stop the reader * (Rhyming) couplet – a (rhyming) pair of lines * Tercet –stanza of three line * Quintet – stanza of five lines * Sestet – the last 6 lines in a sonnet * Octave – the first 8 lines in a sonnet * Volta – the turning point in a sonnet, at line 9 in a Petrarchan sonnet * Free verse – no line at the end of each line, no regular rhythm * Accentual verse – fixed number of stressed syllables per line * Dramatic monologue * Enjambment – no punctuation at the end of a line * End stopped – punctuation used at the end of a line * Dialect – language specific to region or social group |