

Quick Fire Quiz!

1. What exam paper does Anthology Poetry appear on?
2. How many questions appear in Section B for Anthology Poetry?
3. How long should you spend on the single poem response?
4. How long should you spend on the comparison poetry response?
5. How many poems are in your Eduqas Anthology?



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Year 11
Poetry Masterclass One
March 2024
Miss Chivers
English Education Advisor

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1. English Literature, C1
2. Two. The single poem response and the comparison poetry response.
3. 20 minutes, 15 marks.
4. 40 minutes, 25 marks.
5. 18.

Saturday, 23 March 2024

L0: Developing Anthology Poetry Skills

Learning Outcomes

- **Learning Aim A students** will be able to **recall** the poetry in the Anthology.
- **Learning Aim B students** will be able to **identify** and make **inferences** to wider themes and ideas based on Anthology poetry.
- **Learning Aim C students** will be able to **develop** exam technique and approaches to Anthology poetry.

Keywords

1. Inference 2. Themes 3. Personal Responses

Why learn this?

Being able to identify and interpret explicit and implicit information and ideas from texts is a key skill being able to take this one step further to explore what the information and ideas might mean or suggest is invaluable.

What is Literature?

"GCSE English Literature is the study of how writers communicate their ideas about the world, and how readers might respond to these ideas. It aims to develop a critical understanding of the ways in which literary texts

are a r... which... English... although... the un... enable... inform... **GCSE English Literature** involves exploring how writers... of... which... express their ideas about the world through literary texts. It... English... helps you understand the human condition, develop... and, although... empathy, and appreciate universal themes, such as love or... about... the un... war. Through critical analysis, students learn to connect... to... enable... different texts and understand the context in which they... writing... inform... were created. ...ays

writers present these ideas. It aims to enable students to make links between a variety of written texts and between the text and the context within which it was shaped."

Section B: Anthology Poetry

The poems you have studied are:

The Manhunt by Simon Armitage

Sonnet 43 by Elizabeth Barrett Browning

London by William Blake

The Soldier by Rupert Brooke

She Walks in Beauty by Lord Byron

Living Space by Imtiaz Dharker

As Imperceptibly as Grief by Emily Dickinson

Cozy Apologia by Rita Dove

Valentine by Carol Ann Duffy

A Wife in London by Thomas Hardy

Death of a Naturalist by Seamus Heaney

Hawk Roosting by Ted Hughes

To Autumn by John Keats

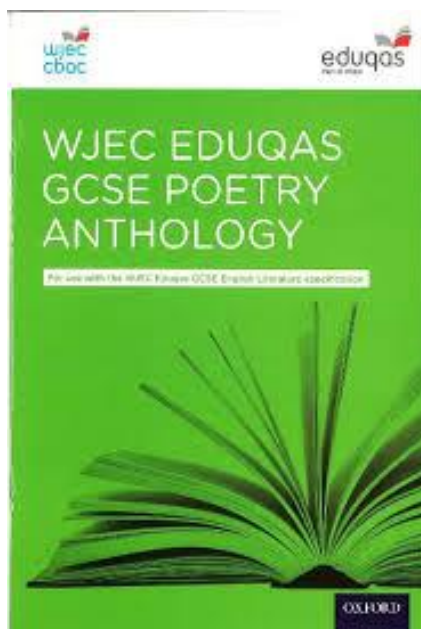
Afternoons by Philip Larkin

Dulce et Decorum Est by Wilfred Owen

Ozymandias by Percy Bysshe Shelley

Mametz Wood by Owen Sheers

Excerpt from The Prelude by William Wordsworth



You need to **answer both questions** in Section B

- Single Poem Question:
about **20 minutes**.
The poem is printed below
the questions.
- Comparison Poetry
Question: about **40
minutes**.

Section B: Anthology Single Poem

7

1

Read the poem below, *Mametz Wood*, by Owen Sheers.

Mametz Wood is a poem about war. How does Owen Sheers present war in the poem?
Remember to refer to the contexts of the poem in your answer. [15]

Read the statement.
Take note of the theme.

Write about the contexts of
the poem and keep the
theme of war in mind.

Just focus on this poem. It
is printed on the exam
paper.

Section B: Anthology Single Poem

Track through the poem carefully and focus on the question.

Interpret, comment on meanings and probe subtext.

Focus on imagery, language and the effects they create.

Interweave contextual details.

Only focus on one poem in the first question. Detailed coverage of the set poem is expected.

The poem is printed on the exam paper. Use short quotations from it to support points about meaning and language.

A01, A02 and A03 are equally weighted in this question.

Section B: Anthology Comparison

7

2

Choose one other poem from the anthology in which the poet also writes about war.

Compare the way the poet presents war in your chosen poem with the way Owen Sheers presents war in *Mametz Wood*. [25]

In your answer to

7

2

 you should compare:

- the content and structure of the poems – what they are about and how they are organised
- how the writers create effects, using appropriate terminology where relevant
- the contexts of the poems, and how these may have influenced the ideas in them

Choose carefully.

It must have a strong focus on the theme in the question.

Compare: examine closely and look at similarities and differences

Section B: Anthology Comparison

Choose the poem carefully.

Keep the question focus in mind as you make comparisons about content and meaning.

Compare the use of language. Don't technique spot.

Integrate comments on context into your discussion.

Revise the anthology of poems so you can recall and make good use of textual details.

Section B: Anthology Poetry



The Soldier



Rupert Brooke

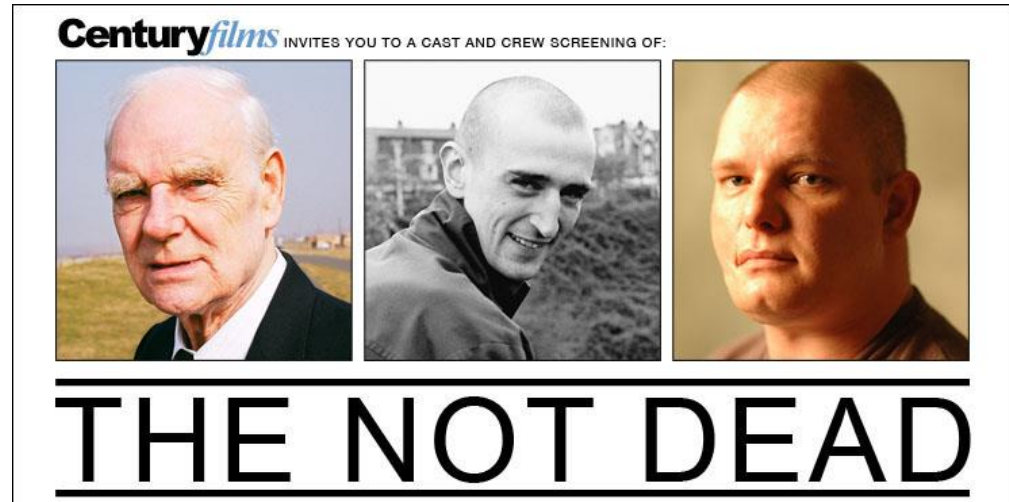
The Manhunt: Context

- Simon Armitage is the current Poet Laureate and was born in West Yorkshire in 1963.
- Before he was a poet, he was a Probation Officer in Manchester, which inspired him to write about issues that affect society.
- Simon Armitage has never been to war, but he was inspired to write poems about war after learning about the devastating impact of war on others.
- In *The Manhunt* he imagines what war does to the family and the relationships of the soldier in the war.



The Manhunt: Context

- The Manhunt is taken a collection of poems called *The Not Dead*, published in 2008.
- The collection of poems are based on a Channel 4 documentary called *Forgotten Heroes: The Not Dead*.
- In the film soldiers and their families were interviewed and Armitage's task was to listen to the people's stories and turn them into poetry.
- In the film *The Manhunt* is read by Laura, the wife of a soldier, Eddie Beddoes, who was injured while serving in Bosnia in 1993. Eddie was shot in the side of his face and the bullet ricocheted around inside his body. Eddie suffered from depression and PTSD because of his experiences.
- The poem shows Laura tending to her injured husband, trying to reconnect with him emotionally and trace the path the bullet has taken.
- The poem purposefully isn't set in any time and address the common issues about the effects of war on soldiers' bodies and minds.



The Manhunt: Overview and Structure

The Manhunt

After the first phase,
after passionate nights and intimate days,

only then would he let me trace
the frozen river which ran through his face,

5 only then would he let me explore
the blown hinge of his lower jaw,

and handle and hold
the damaged, porcelain collar-bone,

10 and mind and attend
the fractured rudder of shoulder-blade,

and finger and thumb
the parachute silk of his punctured lung.

Only then could I bind the struts
and climb the rungs of his broken ribs,

15 and feel the hurt
of his grazed heart.

Skirting along,
only then could I picture the scan,

20 the foetus of metal beneath his chest
where the bullet had finally come to rest.

Then I widened the search,
traced the scarring back to its source

to a sweating, unexploded mine
buried deep in his mind, around which

25 every nerve in his body had tightened and closed.
Then, and only then, did I come close.

- Written in **first person from the perspective** of the wife.
- Poem focuses on the impact of war physically, mentally and how it affects family and relationships.
- Written in **couplet-long stanzas** of varying lengths. Initially, the couplets rhyme but later the rhyme breaks down making the poem feel disjointed and reflecting the theme of being broken.
- Each couplet shows a different injury, moving further into the soldier's body, allowing the reader to explore his body and mind, in the same slow process as his wife.

The Manhunt: Language

The Manhunt

After the first phase,
after passionate nights and intimate days,
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the frozen river which ran through his face,

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- The soldier's body is presented using **adjectives** that describe the damage. Paired with **metaphors** that suggest his body is a collection of broken objects.
- The comparisons could suggest the damage has taken away the soldier's humanity or they could be a way to help and support the wife to come to terms with his injuries.
- The range of **verbs** use show the wife caring for her husband, how she is helping him regain his strength and how carefully and delicately she cares for him.
- There's a clash of military vocabulary and love vocabulary. Is it a love poem or a war poem?

The Manhunt: Key Quotes

The Manhunt

After the first phase,
after passionate nights and intimate days,

only then would he let me trace
the frozen river which ran through his face,

‘only then would he’ – repetition of phrases,
emphasises the slow and difficult recovery of the
soldier.

only then would he let me explore
the blown hinge of his lower jaw,

and handle and hold
the damaged, porcelain collar-bone,

and mind and attend
the fractured rudder of shoulder-blade,

and finger and thumb
the parachute silk of his punctured lung.

Only then could I bind the struts
and climb the rungs of his broken ribs,

and feel the hurt
of his grazed heart.

Skirting along,
only then could I picture the scan,

the foetus of metal beneath his chest
where the bullet had finally come to rest.

Metaphor of the bullet as a foetus, this experience is now
a part of him and has changed his life in the same way a
child would. Link to family now being destroyed? Focus
shifted to the injured soldier, rather than having a family?

Then I widened the search,
traced the scarring back to its source

to a sweating, unexploded mine
buried deep in his mind, around which

every nerve in his body had tightened and closed.

Then, and only then, did I come close.

Emphasis that the wife has realised her husband's
mental scars are much worse than his physical ones.

The Manhunt: Exam Question



Effects of War:

- The Solider
- A Wife in London
- Dulce et Decorum Est
- Mametz Wood

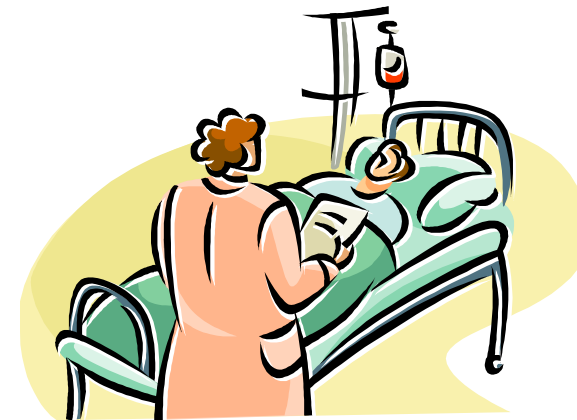
Love and Relationships:

- Sonnet 43
- She Walks In Beauty
- Cozy Apologia
- Valentine
- A Wife in London
- Afternoons



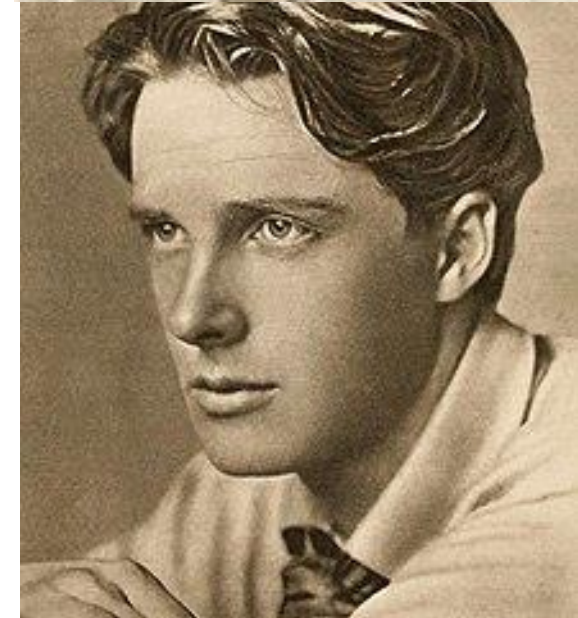
Pain and Suffering:

- London
- As Imperceptibly as Grief
 - A Wife in London
 - Dulce et Decorum Est
 - Mametz Wood



The Solider: Context

- Rupert Brooke was born on 3rd August 1887 in Warwickshire. He wrote poetry from an early age and attended Cambridge University. He was an English poet known for his idealistic war sonnets written during World War One.
- He was also known for his good looks, with Irish poet W. B. Yeats describing him as 'the handsomest young man in England'.
- He was a poet and a writer until he joined the English Navy during the first year of the First World War in 1914.
- Brooke came to attention of the public as a war poet later in 1914 when *The Times Literary Supplement* published two of his sonnets 'The Dead' and 'The Soldier'. It captures the early idealism of WW1 as many men were eager to enlist and serve their country.
- Rupert Brooke was a soldier during WW1, however he died on 23rd April 1915, not in warfare, as the patriotic tone of the poem might lead the reader to believe, he never experienced a warfare. He died of septicaemia (poisoning) following a mosquito bite. He is buried in 'a foreign field' on the Greek island of Skyros.



The Solider: Overview and Structure

The Soldier

If I should die, think only this of me:

That there's some corner of a foreign field

That is for ever England. There shall be

In that rich earth a richer dust concealed;

5 A dust whom England bore, shaped, made aware,

Gave, once, her flowers to love, her ways to roam,

A body of England's, breathing English air,

Washed by the rivers, blest by suns of home.

And think, this heart, all evil shed away,

10 A pulse in the eternal mind, no less

Gives somewhere back the thoughts by England given;

Her sights and sounds; dreams happy as her day;

And laughter, learnt of friends; and gentleness,

In hearts at peace, under an English heaven.

➤ The Soldier is a **sonnet**, a form traditionally used for love poetry. Sonnets are usually written about a person, but the object of the narrator's love is England. It borrows from both the Shakespearean and the Petrarchan versions of the **sonnet**. The first stanza follows the rhyme scheme of a Shakespearean sonnet, while the second follows a Petrarchan sonnet. Structurally, however, the poem more closely adheres to the Petrarchan sonnet, which is divided into an octave (an eight-line stanza) and a sestet (a six-line stanza).

➤ The poem makes the argument that, when the speaker dies, he should be remembered in a particular way: without sadness and with a deep sense of patriotism. The poem introduces this concept in the first three and a half lines, and then sets about providing evidence to justify it. It provides a rich series of examples to illustrate why death for England is glorious rather than sad.

The Solider: Overview and Structure

The Soldier

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In hearts at peace, under an English heaven.

- One of the signature elements of a sonnet is the turning point, or **volta**. This is when the poem shifts the direction of its argument, and in Petrarchan sonnets it usually happens at the start of the sestet.
- The **volta** in this poem is subtle. After all, the speaker's passion for England rises continuously throughout the poem. But there is a difference between the two stanzas: the first is based in physical reality, while the second is about the speaker's soul and the afterlife, reflective almost. However, the poem as it has been throughout, with an appeal to the heavenliness of England and in death making a sacrifice to give back the gift of life, given by England.

The Solider: Language

The Soldier

If I should die, think only this of me:

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That is for ever England. There shall be
In that rich earth a richer dust concealed;

5 A dust whom England bore, shaped, made aware,
Gave, once, her flowers to love, her ways to roam,
A body of England's, breathing English air,
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Gives somewhere back the thoughts by England given;
Her sights and sounds; dreams happy as her day;
And laughter, learnt of friends; and gentleness,
In hearts at peace, under an English heaven.

- The poem uses an **extended metaphor** as England being a mother. This reflects how the speaker feels about the country that has shaped him as a person. Mothers are often associated with comfort and perhaps brings reassurance during a time of war.
- England's idyllic nature and landscape is mentioned in the poem, further showing devotion to the country, but also again, comfort and reassurance in a time of war.
- The speaker seems to be religious, with many references to being blessed, heaven and mentioned of the 'eternal mind' which could be a reference to God. Due to this, the speaker isn't afraid of dying.

The Solider: Key Quotes

The Soldier

If I should die, think only this of me:

That there's some corner of a foreign field

That is for ever England. There shall be

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In hearts at peace, under an English heaven.

The narrator addresses the reader directly using an imperative verb, it makes the reader feel responsible for carrying out the soldier's request.

This could mean the land is English due to the victory of war, but it could literally mean that the land is English due to the body, a part of England, being buried there.

The soldier's body will remain in the field and become dust. But a dust that has been raised by England. England is personified as a nurturing mother.

The heaven will be English because the soldier thinks of England as heaven.

The Solider: Exam Question



Effects of War:

- The Manhunt
- A Wife in London
- Dulce et Decorum Est
- Mametz Wood

Faith and Worship:

- Sonnet 43
- She Walks In Beaut
- Living Space
- Hawk Roosting
- To Autumn



Death and Loss:

- As Imperceptibly as Grief
 - A Wife in London
 - Hawk Roosting
 - To Autumn
- Dulce et Decorum Est
 - Mametz Wood

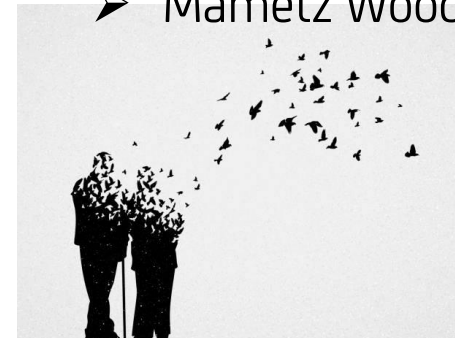


Sense Of Place:

- She Walks in Beauty
 - Living Space
 - Cozy Apologia
- Death of a Naturalist
 - Afternoons
- Excerpt from 'The Prelude'

Nature:

- She Walks in Beauty
- Hawk Roosting
- To Autumn
- Afternoons
- Ozymandias
- Mametz Wood
- Excerpt from 'The Prelude'



How to approach an unseen poem

STEP ONE:

Read the title – consider meaning.

Look at the shape – is it a particular style (e.g. Sonnet), how many stanzas, line shapes.

Read the poem slowly in your head.

STEP TWO:

After reading, make interpretations to consider:

- Speaker and tone.
- Subject and setting.
- Themes.
- Mood (positive/negative/funny)

STEP THREE:

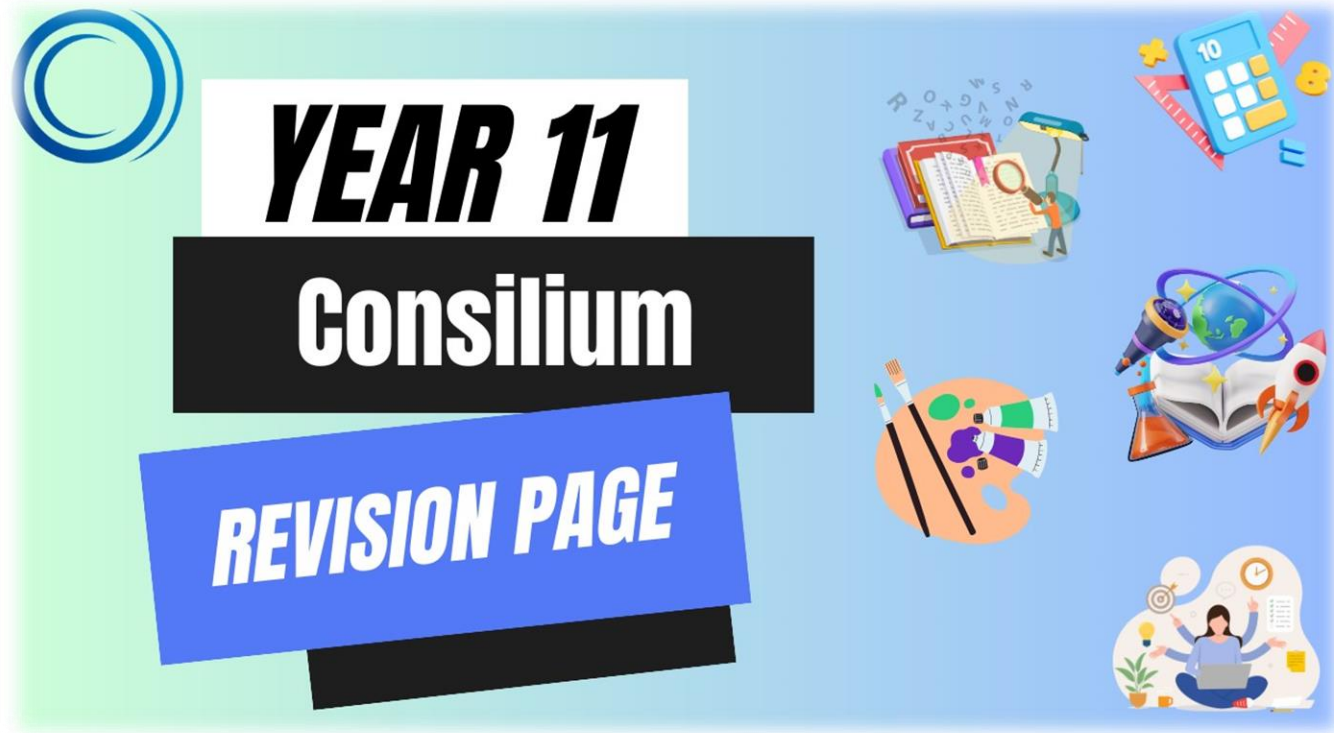
Re-read closely & annotate:

- Repetition/rhythm/rhyme.
- Poetic devices (simile/metaphor/alliteration).
- Language (word) choices – effects and imagery.

STEP FOUR:

Personal response – what is your personal opinion of the poem, its message and effectiveness?

Revision Top Tips



<https://consilium.frogms.net/app/os#!student-revision/consilium-student-revision-page>

Questions

Please give any feedback to your English teachers, who will pass this on.

All feedback is appreciated!



Next week: Wednesday 27th March
5pm – 6pm

➤ She Walks In Beauty by Lord Byron

And

➤ Valentine by Carol Ann Duffy