

Year 8 English Support Pack

'Poetry lifts the veil from
the hidden beauty of
the world'

Percy Shelley

Romantic Poetry



Valid: 2023-2024

Dear parent/carer,

Your child has been selected to receive this support pack for English in order to ensure that they make accelerated progress this year.

On behalf of the English department at Dormston School, I recognise that you may not have hours to devote to helping your child with English. However, research proves that every child benefits from parental involvement in their learning and from one-on-one support, so any time that you can spare to aid them in their studies will be gratefully received.

This booklet has been compiled to help you if you wish to support your child further at home. It is by no means compulsory, but does include a number of activities, information and suggestions, both for the busy parents and those that have lots of time to offer. It is not homework and is not an extended learning project and therefore, will not be marked by English staff.

Please use it at your leisure and I hope that it gives you an insight into your child's learning. If you have any questions, please feel free to contact me via the school's main contact number.

A note for pupils: This is not a replacement for homework; homework must take first priority with pupils as it is compulsory.

Yours faithfully,

Miss B Timmins

Acting KS3 co-ordinator of English

Assessment Question:

Poetry Analysis

You will be given a Romantic poem to analyse. The assessment is broken into two parts.

Part A – Short answer questions based upon your knowledge on a particular poem you have studied.

Part B – Analysis of a single poem.

Read the poem below, _____ by _____.
How does the writer present _____ in this poem?

For example:

Read the poem below, *My Last Duchess* by Robert Browning.
How does the writer present power in this poem?

Part A – You will be **marked out of 15** for your ability to respond to short answer questions on the named poem.

Part B - You will be **marked out of 15** for your ability to analyse the named poem.

Assessment time: 50 minutes

Resources:

Assessment paper only, including a copy of the first named poem (no dictionaries or thesauruses). On the day of the assessment, pupils will be given an exam paper which will include one of the poems they have studied.

Poetry Analysis

To perform well on this unit, pupils will have to show understanding of the ideas presented in each poem; they will need to engage with the language and techniques used to present these ideas; they will have to link ideas from the poem to the context (the situation in which the poems were written: things that were happening because of the Industrial Revolution, the French Revolution, the poets' ideas about what poetry should be like).

Extra materials to extend your pupil's learning/understanding:

- Guides to Romantic poetry can be found online. This one from BBC Bitesize gives a good introductory overview:
<https://www.bbc.com/education/guides/z8kyg82/revision/5>
- Websites with more in-depth information about the Romantic Century, including <https://www.cliffsnotes.com/literature/k/keats-poems/about-the-romantic-period>
- <https://www.britannica.com/art/English-literature/The-Romantic-period>
- YouTube is an excellent source of information in an audio-visual form. (Note: Please take care when using YouTube as a resource, as some materials may contain inappropriate material. You may wish to check videos in advance). Some ideas for what to look at are below:
- https://www.youtube.com/watch?v=T9h_csKEwxg (Mr Bruff – A Guide to My Last Duchess)
- <https://www.youtube.com/watch?v=EmKyKEIDo74> (Mr Bruff – A Guide to Porphyria's Lover)
- https://www.youtube.com/watch?v=d_Egz2bDQ0o (Mr Bruff – A Guide to Ozymandias)
- <https://www.youtube.com/watch?v=J84ZdhrUwFY> (A Guide to Percy Shelley's London in 1819)
- <https://www.youtube.com/watch?v=8tkPDCK5e4s> (Reading of The Tyger by William Blake)
- <https://www.youtube.com/watch?v=0ImQHdYYqQk> (A Guide to William Blake's The Tyger)
- https://www.youtube.com/watch?v=HAX_Adn8smY (A Guide to William Blake's The Lamb)

Key Words

Subject Vocabulary – Quick Version

Stanza – groups of lines together (like a paragraph)

Rhyming couplet – two lines next to each other that rhyme e.g. AABB CCDD

Alternating couplets – every other line rhymes e.g. ABAB CDCD

Speaker/ voice – the narrator of the poem (often not the poet themselves, in the same way you might have a character narrate in 1st person in a story)

Simile – a comparison between two things that share the same behaviour or features, and uses 'like' or 'as' e.g. She was as tall as a tree.

Metaphor – a comparison between two things that share the same behaviour or features, but describes one as if it **is** the other e.g. She was a tall tree.

Personification – making something non-human show human qualities or thoughts e.g. the trees clawed at me.

Subject Vocabulary – Detailed version

Poet The poet is the author of the poem.

Speaker The speaker of the poem is the "narrator" of the poem and not usually the POET. Poets sometimes adopt a 'persona' (mask) which is a character who is the speaker of the poem

Types of STANZA (verse)

Couplet = two lines

Triplet (Tercet) = three lines

Quatrain = four lines

Quintet = five lines

Sestet (Sextet) = six lines

Septet = seven lines

Octave = eight lines

Rhythm The beat created by the sounds of the words in a poem. Rhythm can be created by meter, rhyme, alliteration and refrain.

Meter A pattern of stressed and unstressed syllables. Meter occurs when the stressed and unstressed syllables of the words in a poem are arranged in a repeating pattern.

Rhyme Words sound alike because they share the same ending vowel and consonant sounds.

End Rhyme A word at the end of one line rhymes with a word at the end of another line.

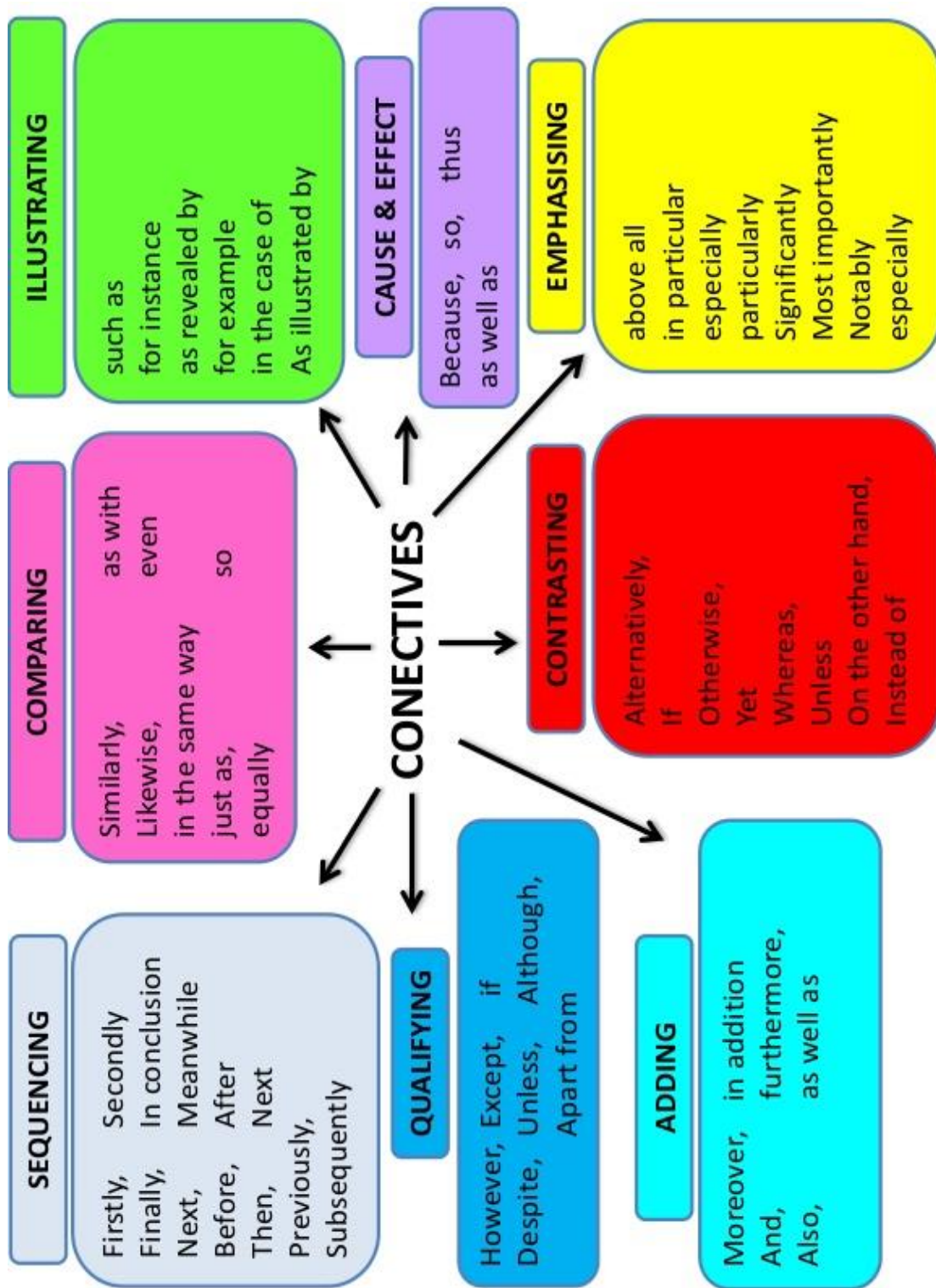
Internal Rhyme	A word inside a line rhymes with another word on the same line.
Onomatopoeia	Words that imitate the sound they are naming
Alliteration	Consonant sounds repeated at close intervals at the beginnings of words
Consonance	Similar to alliteration EXCEPT . . . The repeated consonant sounds can be anywhere in the words
Assonance	Repeated VOWEL sounds in a line or lines of poetry. (Often creates near rhyme.)
Simile	A comparison of two things using "like, as, than," or "resembles."
Metaphor	A direct comparison of two things
Extended Metaphor	A metaphor that continues through several lines
Hyperbole	Exaggeration often used for emphasis.
Personification	An object given life-like qualities.
Anthropomorphism	An animal given human qualities
Oxymoron	A rhetorical figure in which incongruous or contradictory terms are combined e.g. bitter sweet.
Mood	The atmosphere that pervades a literary work with the intention of evoking a certain emotion or feeling from the audience. In poetry and prose, mood may be created by a combination of such elements as SETTING, VOICE, TONE and THEME.
Tone	The attitude of an author, as opposed to NARRATOR or PERSONA toward her subject matter and/or audience. Tone is closely linked to MOOD , but tends to be associated more with VOICE .
Symbolism	When a person, place, thing, or event that has meaning in itself also represents, or stands for, something else.
Imagery	Language that appeals to the senses. Most images are visual, but they can also appeal to the senses of sound, touch, taste, or smell.
Refrain	A sound, word, phrase or line repeated regularly in a poem.
End-stop	When the line ends with punctuation. We would normally expect lines to end with a comma, and for each stanza to end with a full stop.
Enjambment	When there is no punctuation at the end of a line.
Caesura	When there is punctuation in the middle of a line.

Useful Sentence Stems

During the assessment, pupils should write about the poems in PEAL (Point, Evidence, Analyse, Language) paragraphs. Below are some useful phrases to use for each part:

<p>P</p>	<p>The character is presented as ... Another aspect of this is... The structure of the text is used to... The language of the text is..... The writer makes us think/conveys that..... Using..., the writer shows... One aspect of the relationship is...</p>	<p>A further aspect of this text is..... Similarly/on the other hand, the writer suggests that... The technique of...is used to Another feature used is..... The writer shows us that... One way in which the (use key words from the question) is...</p>
<p>E</p>	<p>For example,.... One quote that shows this is.... One example of this is..... In the line..... In the text, it.... This is indicated in the....</p>	<p>such as..... For instance..... is shown in the quotation.....</p>
<p>T</p>	<p>This is an example of a..... The technique..... is used to.... The use of the technique..... By using the technique..... This is a..... The use of the feature..... is.... an example of a..... By using.....the writer show....</p>	<p>EXAMPLES: simile, metaphor, alliteration, question, assonance, simple sentence, compound sentence, complex sentence, paragraph, imagery, symbolism, structure, caesura, enjambement, end-stopped lines, stanza, personification, dehumanisation, noun, verb, adjective, adverb, pronoun, rhyme, rhyming couplets, alternate rhyme, half rhyme etc....</p>
<p>E</p>	<p>This suggests/shows/implies/connotes/indicates/evokes to the reader.... From this, the reader can see that.... By using the word.... the writer shows.... The use of diction such as This presents.... This is similar to.... This is used to show that.... The connotations of this are... Some people may interpret it as.... Conversely, this could be seen to show... Another idea suggested by this quotation is....</p>	
<p>R</p>	<p>(Use key words from the question) Therefore, it can be seen that.... (Relate back to the question and your ideas on this) Overall, the writer is (Link to WHY he wrote the text, what was he trying to convey) The author's intention was to.... (Link to the next point you are going to make) (Link to your overall argument and answer)</p>	

Useful discourse markers to help fluency



Skill 1: Understanding meaning

Understanding poems can be tricky, but these tips should help!



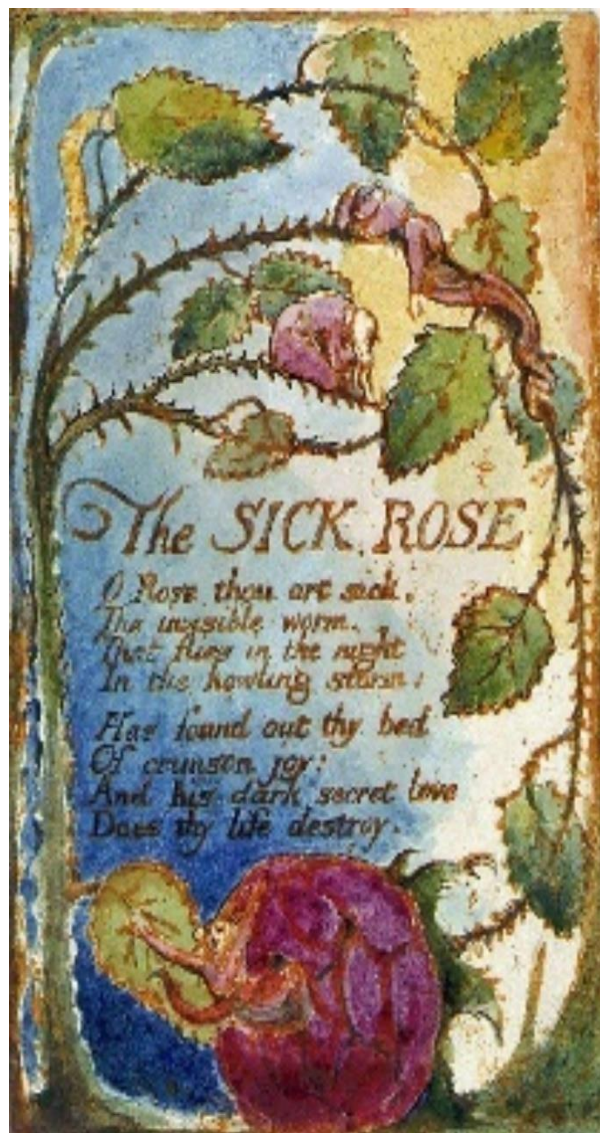
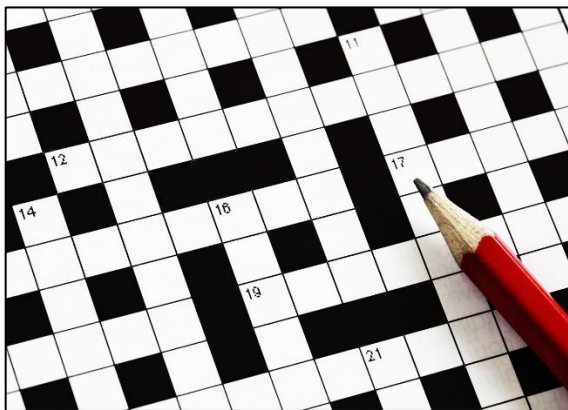
The process of understanding a poem:

1. As you go through these steps, annotate the poem
2. Read – jot down your initial reactions (opinion, which bits are clear, which bits aren't, are there bits that seem shocking? Bits that stand out?). Be honest but be as specific as possible; 'I found it boring' is not exactly useful...
3. Jot questions that you have about the poem (try to focus some on individual words, some on events or characters, some on specific lines, some on the poet's motivation for writing it). **Often the questions you come up with because you may not understand at first turn out to lead you to the answers!**
4. Consider the structure. Start by just spotting the features (how many lines? Stanzas? Does it rhyme?); you don't have to understand why at this stage. Look especially for places where there is a pattern, but then it is broken (e.g. all the stanzas have four lines except one at the end. **This is often a massive clue that it's an important idea!**)
5. Look up words you don't understand. Write the meanings on your poem
6. Look for key language choices: words that stand out, words that seem unusual (you might not know why at this point), words that have a specific meaning (e.g. lift and heave mean the same thing, but heave implies it is difficult; it can often be useful to consider what other words could have been used)
7. Look for imagery: imagery is your friend! Even if you are clueless as to what a poem is about, analysing some imagery can get you lots of marks. Let's say you really had no idea what Blake's 'London' was all about – you could look at an image like "mind-forg'd manacles" and still be insightful, earning yourself marks along the way
8. What does the overall tone seem to be: Happy? Sad? Mourning? Appreciative? Sarcastic? Bitter? Criticising? Condescending?
9. Look at the beginning: is it presenting us with a character? With a setting (place)? With an idea? **What do we learn about this? Who is speaking?**
10. See if you can summarise what is happening in each stanza
11. Look at the ending: often the last few lines contain the key message of the poem. How has the character/ story/ idea developed from the start? What emotion or thoughts are we left with? What is your genuine response – has it changed?
12. As you become more confident: it's a great idea to track how your views, opinions and understanding changes. As you begin, you may have one idea, but then as you read and research more this may change. This can be great for realising how the author is trying to lead you through their ideas i.e. they may want you to think one thing but then realise they have created a turning point. Also, you may discover multiple possibilities that way. For example, you may read the word 'bed' and initially think this refers to sleeping, but later realise it has the additional meaning of 'flower bed.' **It is a higher level skill to realise that some words can work on more than one level!**

Main tips:

- Don't panic – you don't have to understand every word straight away
- Don't agonise over what you don't understand. Begin with what is clear to you, then work outwards from there
- Sometimes parts aren't clear because that's **what the poet wanted**. For example, they may have wanted us consider two ideas and make up our own minds
- Don't try to understand it all at once: there are always lots of layers to poems – understand the basics first, then look for the complicated meanings later. Start by finding out who is speaking, and what they are trying to say
- There is no set answer for what the poem means, just more and less likely interpretations

You wouldn't expect to instantly solve a crossword puzzle, you tackle it part by part, so why would you 'get' a poem instantly?



Let's put it into practice:

The Sick Rose

BY WILLIAM BLAKE

O Rose thou art sick.
The invisible worm,
That flies in the night
In the howling storm:

Has found out thy bed
Of crimson joy:
And his dark secret love
Does thy life destroy.

1. I don't get the message because there doesn't seem to be a story. I can't tell what happens
2. Is Rose a flower or a person? What is the worm and why is it invisible? Does "flies in the night" mean it literally flies? What sort of storm is it? What is the secret at the end?
3. 2 stanzas, both of 4 lines. Alternating couplets. Short lines, most of 5 syllables, but line six has only 4 syllables and the rhythm is disrupted by this
4. Crimson = a deep shade of red; thy = your; art = are
5. "Crimson joy" is a strange phrase. "Howling" shows that whatever the storm is, it is severe. "Secret" must be important; there may be a deeper meaning to the poem, or some action that people are not supposed to know. "Found" suggests that the worm was searching for the rose deliberately. "Destroy" means there must have been a large impact on Rose's life
6. "Invisible worm" is a metaphor, and seems to suggest some kind of hidden infection or underground burrowing. "Crimson joy" is clearly a metaphor, but it's unclear at first what it means
7. The overall tone seems sad because the language is quite negative: sick, howling, found out, life destroy
8. Beginning addresses Rose and speaks to her (or it) directly. It declares that there is a sickness in a very direct way. We also see that there is a hidden but immediate threat from the "invisible worm"
9. In stanza 1 we are introduced to the fact Rose is sick and that the worm is coming for her during the night. In stanza 2, the fact that the worm has found Rose has destroyed her life
10. The message seems to be that the life of Rose has been destroyed by the worm. It seems that if Rose is a flower, then the bed must be a flowerbed; the worm must be some sort of blight on the Rose that causes it to die. However, if Rose is a person, the poem could be describing a disease, and the bed is her sick bed. It seems like the poet has been deliberately unclear, so my earlier confusion makes sense: it could be either.

Skill 2: Analysing methods

As well as understanding what the poems are about, pupils also need to be able to explore the ways in which the poets communicate their ideas: their methods. What follows are some useful questions to ask about poems in order to analyse them.

We use this handy acronym to remember what to look for: **SMILE**

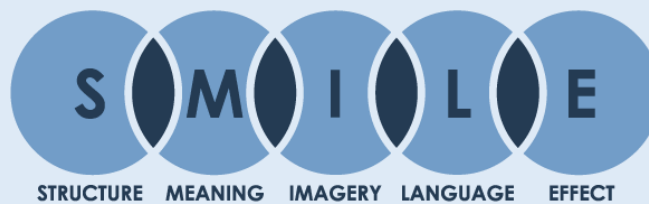
S – Structure

M – Meaning

I – Imagery

L – Language

E – Effect

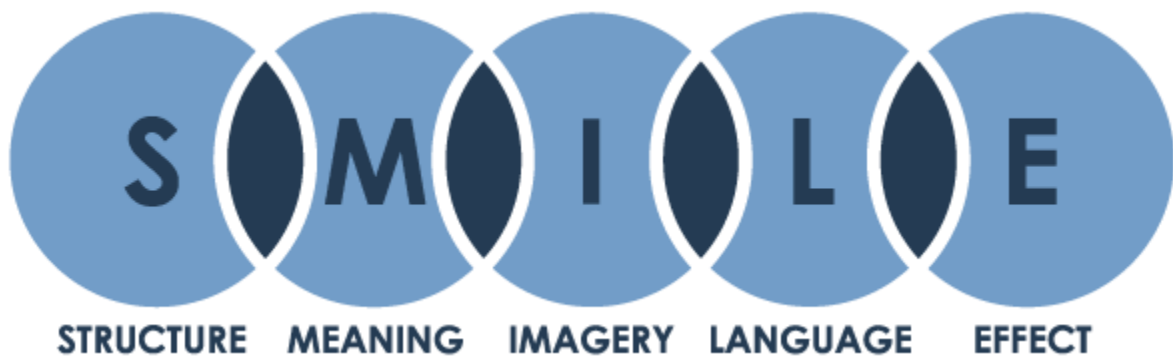


Structure – the way the poem has been put together

- For each of these questions, a **very** useful thing to think about is whether what you can see is **regular** or **irregular** (regular means it's always the same; irregular means things can change e.g. it starts with alternating couplets then the rhyming stops)
- Is the poem split into stanzas? If so, how many?
- How many syllables in each line? Is it always the same?
- Is there always punctuation at the end of a line? Or is there enjambment?
- Is there punctuation in the middle of lines (caesura)?
- How would you describe the rhythm? Is there a regular beat or not? Are there some parts which are longer or shorter?
- **Are there any points where a pattern that had been built up is broken? (These are very often a significant point in the poem)**
- What order are the events in?
- Has the poet deliberately put two contrasting ideas next to each other (known as juxtaposition)?
- Form: is the poem in a recognisable form, such as sonnet, blank verse, free verse, ballad, elegy, narrative, monologue or ode?

Meaning – what the poem is about/ is there a message?

- What happens in the poem?
- Summarise what is happening in each stanza, then look at the result: is there a clear progression like a story?
- How does it develop characters/ storyline (if applicable)?
- Is the poem a story or does it describe a moment or a memory?
- By the end, has the tone changed in any way?
- What is the reader supposed to learn or think about by the end?



Imagery – what poetic techniques are there and what is the effect?

- Imagery refers to the poetic (figurative) devices used to encourage the reader to follow and imagine their ideas
- What figurative devices can you spot and what is their effect? [Figurative devices include: metaphor, simile, personification, oxymoron, hyperbole, anthropomorphism, **Advanced: allusion, allegory, metonym, synecdoche**]
- **Advanced:** is there a theme that runs through the imagery? Can the images be linked in any way?
- Why has the poet included these images in the poem?

Language – the individual word choices that contribute to the overall meaning:

- Are there any word choices which are shocking or surprising?
- Where can you see words which are quite precise (e.g. stroll, saunter, stride and strut all mean walk, but they are very different types of walking)?
- Look for main ideas that you have been able to work out, then zoom in on key words within that part
- A good place to start is to look at all the adjectives and/ or verbs: are there any links, such as all being violent or vigorous? For adjectives, look especially for comparative adjectives (e.g. bigger) and superlative adjectives (e.g. biggest). These are often clues to the poet's main ideas

WHAT IS A LITERARY ANALYSIS?

- A literary analysis looks at a literary work (a story, a book, a play, an article, poem, etc.) and examines it
- Basically, you're taking a literary work, putting it under a microscope, and seeing how and why its parts work.



Effect – how the poem makes its readers feel:

- How do you feel, having read the poem?
- Are there any shocking or surprising parts?
- Are there any places in the poem in which the writer invites us to question an idea (i.e. they deliberately do not tell us the answer)?
- Do we feel the same at the start and the end?
- Which parts stand out most and why?
- Is there a 'turning point' (i.e. a point at which the ideas or perspectives change – traditionally, sonnets have a turning point)?

Developing Analysis:

Question:

Answer the Question

Reader Response
How might a reader respond to this quote? Explain your opinion.

Linguistic Device
Identify the linguistic device used, consider the effect.

Explicit Meaning
Explain the simple meaning of your chosen quotation.

Implicit Meaning
Analyse the deeper meaning, what does the quote suggest?

Judicious quote to support your answer:

Zoom in on a single word
Can you identify the word class? What are the connotations of the word you have chosen?

Context
Can you make a contextual link? How does this quote relate to the time the text was written/set?

Skill 3: Linking in context

This may be a new skill to many pupils, but one of the assessment criteria is to link the poems to the context in which they were written (this basically refers to what influenced the poet, such as historical events, details from the poets' lives, knowledge of the Romantic movement). The way to do this is by choosing relevant details and slotting it into your analysis.

Example:

Read this paragraph about Blake's 'London.'

The voice of 'London' is one which protests about how people were treated. This is shown when he "wandered through each chartered street." In this case "chartered" means owned, so the poem suggests that everywhere Blake wanders is owned by someone, and seems to have a negative tone. Furthermore, the verb "wandered" means to move in an unplanned direction, so he has not had to seek out these areas, they are everywhere.

Now read the example which includes context:

The voice of 'London' is one which protests about how people were treated. This is shown when he "wandered through each chartered street." In this case "chartered" means owned, so the poem suggests that everywhere Blake wanders is owned by someone, and seems to have a negative tone. **Blake was famously against the treatment of the poor in London, and this line shows his anger that the rich were able to become even richer through land ownership; this means he is being sarcastic here.** Furthermore, the verb "wandered" means to move in an unplanned direction, so he has not had to seek out these areas, they are everywhere.

Task:

Now you have a go: for each example, suggest how a link could be made between the poem and the context

Poem and line	Contextual points to link
Ozymandias: "look on my works, ye Mighty, and despair"	<ul style="list-style-type: none">• Ozymandias was another name for Rameses II, one of the most feared pharaohs _____• The British had just brought the statue from Egypt to Britain when Shelley decided to write the poem _____• King George IV (who reigned when Shelley wrote the poem) wanted to expand the empire and become as feared and respected as rulers like Ozymandias. Shelley was against this _____ _____

Skill 4: Writing essays

The next stage is to put these ideas together to form an essay. You won't have time to write everything there is to know about the poems, so you must select the important parts.

Essay structure:

Overview: 1-2 sentences (no more) which explains what the poem is about and suggests a brief answer to the question.

PEAL paragraph 1: start and end by referring to the question (how the poet explores the theme given in the question). Could be about the start of the poem

PEAL paragraph 2: start and end by referring to the question (how the poet explores the theme given in the question) Could be about the middle of the poem

PEAL paragraph 3: start and end by referring to the question (how the poet explores the theme given in the question) Could be about the ending of the poem

[You should do 3 PEAL paragraphs minimum]

Conclusion: sum up your ideas about how the poem relates to the theme (don't introduce anything new at this point, just summarise what you have said and make sure the question is answered)

Focus Points	Notes		
Introduction - Meaning What is the poem about? When was it written? When is it set? What do you know about this time period? Can you link your contextual knowledge to the theme of power? How is this theme presented, is it through a character/ setting/ relationships? How does the title display this interest?	The poem is about ... The writer conveys the theme of power through the title. The writer has used...		
Paragraph 1 - Structure What form is the poem written in? How might this present the theme of power? Is there a regular/ irregular rhythm what might this represent? Has the writer used enjambement/ caesura/ repetition? Consider what this might suggest.	Structural Technique	Evidence (quote) - if applicable	Analysis - what might the structure represent/ show? Can you link to context?
Paragraph 2 - Imagery Does the poem contain metaphors, similes, personification? What sort of imagery do these devices create? Natural/nominal/colours/ painful/ beautiful/ tranquil/ biblical imagery? Why do you think the poet has included these images in the poem? How do they display power?	Technique that creates imagery	Evidence (quote)	Effect - what does the reader picture? Why? How? Can you link to context?
Paragraph 3 - Language Identify a linguistic device used by the writer (NOT IMAGERY) semantic field/ Onomatopoeia/ Alliteration/ Oxymoron/ juxtaposition etc. What tone does the language create? Aggressive/ sarcastic/ joyful/ blunt/ bitter? Track the changes.	Language Technique	Evidence (quote)	Analysis - what does the quote suggest/ convey? Can you link to context?
Conclusion - Effect What effect on the reader is the poet aiming to achieve? (How is it intended to make you think/feel?)			

Use the support sheets that follow each poem to help you plan out your responses.

Poem Guides: 'My Last Duchess' (written 1842)

What's it about?

The Duke is about to marry the daughter of a Count. He has clearly been married before, as he shows a servant paintings of his previous wife or wives. The circumstances of his last duchess' death are deeply suspicious: he may have had her murdered after suspecting her of having an affair.

FERRARA

That's my last Duchess painted on the wall,
Looking as if she were alive. I call
That piece a wonder, now; Fra Pandolf's hands
Worked busily a day, and there she stands.
Will't please you sit and look at her? I said
"Fra Pandolf" by design, for never read
Strangers like you that pictured countenance,
The depth and passion of its earnest glance,
But to myself they turned (since none puts by
The curtain I have drawn for you, but I)
And seemed as they would ask me, if they durst,
How such a glance came there; so, not the first
Are you to turn and ask thus. Sir, 'twas not
Her husband's presence only, called that spot
Of joy into the Duchess' cheek; perhaps
Fra Pandolf chanced to say, "Her mantle laps
Over my lady's wrist too much," or "Paint
Must never hope to reproduce the faint
Half-flush that dies along her throat." Such stuff
Was courtesy, she thought, and cause enough
For calling up that spot of joy. She had
A heart—how shall I say?—too soon made glad,
Too easily impressed; she liked whate'er
She looked on, and her looks went everywhere.
Sir, 'twas all one! My favour at her breast,
The dropping of the daylight in the West,
The bough of cherries some officious fool
Broke in the orchard for her, the white mule
She rode with round the terrace—all and each
Would draw from her alike the approving speech,
Or blush, at least. She thanked men—good! but thanked
Somehow—I know not how—as if she ranked
My gift of a nine-hundred-years-old name
With anybody's gift. Who'd stoop to blame
This sort of trifling? Even had you skill
In speech—which I have not—to make your will
Quite clear to such an one, and say, "Just this
Or that in you disgusts me; here you miss,
Or there exceed the mark"—and if she let
Herself be lessoned so, nor plainly set
Her wits to yours, forsooth, and made excuse—

First hint that she is dead

He seems to take pleasure in describing his late wife's features. Could this be evidence he is proud of secretly having her killed?

He clearly enjoys being in control of things

He begins to suggest when her alleged affair took place

The Duke suggests the artist made excuses to touch his wife e.g. her neck

He means that she was too eager to talk to other men, when he would rather she had no contact with men

25

The suggestion is that what he could give her was no better than what anyone else could offer. He is very offended by this

Aristocratic families are usually very proud of their lineage - this means his family has been royalty for 900 years, so he feels very entitled to respect from all

40

He claims he would rather have sat her down and explained to her but she would not hear it or understand

He believes her smiles were more than just being friendly. He believes she would flirt with anyone

E'en then would be some stooping; and I choose
Never to stoop. Oh, sir, she smiled, no doubt,
Whene'er I passed her; but who passed without
Much the same smile? This grew; I gave commands;
Then all smiles stopped together. There she stands
As if alive. Will't please you rise? We'll meet
The company below, then. I repeat,
The Count your master's known munificence
Is ample warrant that no just pretence
Of mine for dowry will be disallowed;
Though his fair daughter's self, as I avowed
At starting, is my object. Nay, we'll go
Together down, sir. Notice Neptune, though,
Taming a sea-horse, thought a rarity,
Which Claus of Innsbruck cast in bronze for me!

This is the most suspicious part of the poem: what were these commands and how did they stop her smiling forever, if not the fact he had her murdered?

He is now discussing how much money he might make from this marriage to the Count's daughter

He shows the servant his other treasures to show off his importance. The tone very much suggests he has moved on from his late wife

Structure

That's my last Duchess painted on the wall,
Looking as if she were alive. I call
That piece a wonder, now: Frà Pandolf's hands
Worked busily a day, and there she stands.
Will 't please you sit and look at her? I said
'Frà Pandolf' by design, for never read
Strangers like you that pictured countenance,
The depth and passion of its earnest glance,
But to myself they turned (since none puts by
The curtain I have drawn for you, but I)

What do you notice about the rhyme scheme? Is it the same the entire way through the poem?

Is there a regular or irregular rhythm?

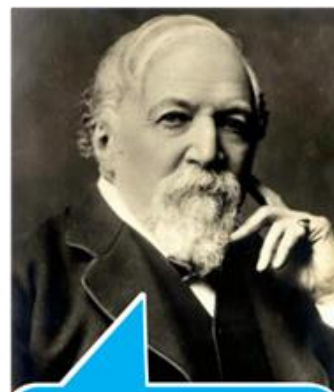
What might this represent/display?

The form of the poem is a:
Dramatic Monologue

My Last Duchess by Robert Browning is a dramatic monologue **spoken by the Duke.**

A dramatic monologue is a kind of poem whereby a **single** fictional or historical character other than the poet is made to speak to a **silent** audience, in this case, **only** the main character is allowed to talk.

The **purpose** of the monologue is to not disclose the poet's own ideas but the **thoughts of the lead** character in the poem.



Why do you think Browning chose to write his poem in the form of a dramatic monologue?

Context Links:

- At the time the poem was written, the people who had most power in society were the aristocracy (people with titles like lord, who owned the land in the country, making their money from rents). Their status was huge and they were seen as a better class of people; no-one would ever question their word. They would also be in charge of law enforcement in their area, so if they did something wrong it would be easy to hide it.
- Women at this time could not own property. Before marriage, they (and their possessions) were the property of their father. When they married, they became, by law, the property of their new husband.
- Rich, powerful men could increase the social status of a woman who married them. Because of this, fathers might compete to secure the best husbands for their daughters, and the daughter with the best dowry (an amount of money paid to the husband) would be most likely to be chosen. The lady would be unlikely to have a choice in the matter.
- The aristocracy took pride in the status their family name gave them. They would often hire artists to paint portraits of the family; they could have hundreds of paintings of their family hanging up.

Planning a Part A Response

How is the theme of power presented within the poem My Last Duchess?

Focus Points	Notes		
<p>Introduction - Meaning What is the poem about? When was it written? When is it set? What do you know about this time period/s? Can you link your contextual knowledge to the theme of power? How is this theme presented, is it through a character/ setting/ relationship? How does the title display this theme?</p>	The poem is about ...		The writer conveys the theme of power through the title. The writer has used...
<p>Paragraph 1 - Structure What form is the poem written in? How might this present the theme of power? Is there a regular/ irregular rhythm what might this represent? Has the writer used enjambment/ caesura/repetition? Consider what this might depict.</p>	Structural Technique - (Only choose one)	Evidence (quote) – If applicable	Analysis – what might the structure represent/ show? Can you link to context?
<p>Paragraph 2 - Imagery Does the poem contain metaphors, similes, personification? What sort of imagery do these devices create? - Natural/horrific/violent /painful/ beautiful/ tranquil/biblical imagery? Why do you think the poet has included these images in the poem? How do they display power?</p>	Technique that creates imagery - (Only choose one)	Evidence (quote)	Analysis – what does the reader picture? Why? How? Can you link to context? Is there a single word you can zoom in on?
<p>Paragraph 3 - Language Identify a linguistic devices used by the writer (NOT IMAGERY) Semantic fields/ Onomatopoeia/ Alliteration/Oxymoron/ Juxtaposition etc. What tone does the language create? Aggressive/ sarcastic, joyful/ blunt/bitter/boastful/envious? Track the changes.</p>	Language Technique - (Only choose one)	Evidence (quote)	Analysis – what does the quote suggest/ portray? Can you link to context? Is there a single word you can zoom in on?
<p>Conclusion - Effect What effect on the reader is the poet aiming to achieve? (How is it intended to make you think/feel?)</p>			

Poem Guides: 'Porphyria's Lover' (written 1836)

What's it about?

The poem is about an arguably delusional, unhinged man who falls in love with a strong-willed, independent Victorian woman. In the poem, the speaker describes being visited by his passionate **lover, Porphyria**. After realising how much she cares for him, however, the speaker strangles **Porphyria** and then props her lifeless body up beside him.

Have a go at answering the questions attached to each section of the poem.

Language ■

What linguistic device has been used here?
What mood/atmosphere does this create at the start of the poem?

Why has Browning used the verb 'glided'?

The rain set early in to-night,
The sullen wind was soon awake,
It tore the elm-tops down for spite,
And did its worst to vex the lake:
I listened with heart fit to break.
When glided in Porphyria; straight
She shut the cold out and the storm,
And kneeled and made the cheerless grate
Blaze up, and all the cottage warm;

How is the speaker feeling? Why?

What does Porphyria do as she enters the cottage? How does this change the speaker's emotions/the setting?

Language ■

What are the connotations of the adjective 'soiled'?
What might the writer be suggesting about Porphyria?
Think about context!

Which done, she rose, and from her form
Withdrew the dripping cloak and shawl,
And laid her soiled gloves by, untied
Her hat and let the damp hair fall,
And, last, she sat down by my side
And called me. When no voice replied,
She put my arm about her waist,

What information is the speaker giving us about the storm? What might this tell us about how she feels towards the speaker?

What is the speaker focusing on? What might this tell us/

What does this tell us about their relationship?

Language

What device has the writer used here?
What might it emphasize?

What is Porphyria attempting to do? How might Victorian readers have reacted?

And **made** her smooth white shoulder bare,
And all her **yellow** hair displaced.
And, stooping **made** my cheek lie there,
And spread, o'er all, her **yellow** hair,

This is repeated throughout the poem, why do you think he fixates on her hair? What might this symbolise?

Language

Porphyria silently declares her love for the speaker. What is he suggesting she is too 'weak' to do?

Murmuring how she loved me — she
Too weak, for all her heart's endeavour,
To set its struggling passion free
From pride, and vainer ties dissever,
And give herself to me for ever.

What is preventing her from fully committing herself to him? Can you link this to context?

Language

What does the speaker begin to realise in this moment?

Where was Porphyria before arriving at the cottage?
What does this tell us?

But passion sometimes would prevail,
Nor could to-night's gay feast restrain
A sudden thought of one so pale
For love of her, and all in vain:
So, she was come through wind and rain.
Be sure I looked up at her eyes
Happy and proud; at last I knew
Porphyria worshipped me; surprise
Made my heart swell, and still it grew
While I debated what to do.

Why do you think Browning chose the word 'worshipped'?
What are the connotations?

How might a reader react?

Language

What sort of imagery is displayed here?

Which words stand out to you? What does this suggest?
What could you say about the speaker's tone?

That moment she was mine, mine, fair,
Perfectly pure and good: I found
A thing to do, and all her hair
In one long yellow string I wound
Three times her little throat around,
And strangled her. No pain felt she;
I am quite sure she felt no pain.

How do you think Browning intended readers to react? Why is the 'murder weapon' ironic?

Why do you think he repeats 'no pain she felt'? Also, can we trust this?

Language

What is the writer implying?

The speaker is referring to her closed eyes. Can you identify the two linguistic devices used by the writer? What is their effect?

As a shut bud that holds a bee,
I warily oped her lids: again
Laughed the blue eyes without a stain,
And I untightened next the tress
About her neck; her cheek once more
Blushed bright beneath my burning kiss:

The speaker is attempting to restore her appearance in the moments before her death. What does this tell us about him?

What linguistic devices have been used here? Explain their effect.

Language

How does this contrast to the earlier scene?

Why do you think he says 'the'?

I propped her head up as before,
Only, this time my shoulder bore
Her head, which droops upon it still:
The smiling rosy little head,
So glad it has its utmost will,
That all it scorned at once is fled,
And I, its love, am gained instead!
Porphyria's love: she guessed not how
Her darling one wish would be heard.

Why is the adjective 'little' significant?

The speaker believes that in killing her, he has done her a kindness. What does he believe her 'darling wish' to be?

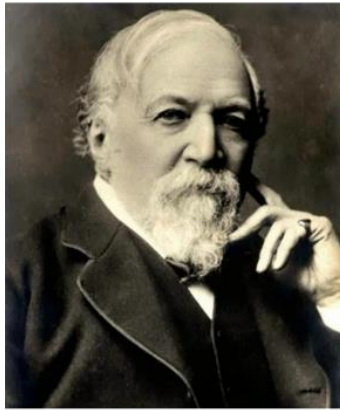
Language

Sickeningly, the speaker has achieved all that he wanted, how would you describe the imagery created here?

And thus we sit together now,
And all night long we have not stirred,
And yet God has not said a word!

The speaker believes his actions have been heroic and virtuous and he has enabled Porphyria to remain 'pure' and 'innocent'. What does the speaker delusionally conclude about God?

The form of the poem is a:
Dramatic Monologue



What is a dramatic monologue?

Why do you think Browning chose to write this poem in the form of a dramatic monologue?

Can you make any contextual links? Think about how women were treated/viewed at the time of writing.

Structure

The rain set early in to-night,
The sullen wind was soon awake,
It tore the elm-tops down for spite,
And did its worst to vex the lake:
I listened with heart fit to break.
When glided in Porphyria; straight
She shut the cold out and the storm,
And kneeled and made the cheerless grate
Blaze up, and all the cottage warm;
Which done, she rose, and from her form

What do you notice about the rhyme scheme? Is it the same the entire way through the poem?

What might this represent/display?

Context Links:

- Porphyria's Lover was first published at the start of the Victorian era, in 1836. Browning then republished his poem in 1842 alongside another, titled 'Madhouse Cells'.
- Deemed one of Browning's most shocking Dramatic Monologues, much of Victorian society initially shunned this text, partly due to its scandalous content but also due to the unconventional representation of women.
- At this time there was a fine line between women being seen as beautiful and women being sexualised. A sexualised woman was seen as tainted and ruined, women were encouraged to remain 'pure' and innocent, a woman who was not viewed this way was disgraced.
- A woman's life was very much controlled by her father and husband, due to this, women had very few rights and many felt trapped within this patriarchal society.

Planning a Part A Response

How is the theme of possession presented in the poem Porphyria's?

Focus Points	Notes		
<p>Introduction - Meaning What is the poem about? When was it written? When is it set? What do you know about this time period/s? Can you link your contextual knowledge to the theme of possession? How is this theme presented, is it through a character/ setting/ relationship? How does the title display this theme?</p>	The poem is about ...		The writer conveys the theme of possession through the title. The writer has used...
<p>Paragraph 1 - Structure What form is the poem written in? How might this present the theme of possession? Is there a regular/ irregular rhythm what might this represent? Has the writer used enjambment/ caesura/repetition? Consider what this might depict.</p>	Structural Technique - (Only choose one)	Evidence (quote) - If applicable	Analysis - what might the structure represent/ show? Can you link to context?
<p>Paragraph 2 - Imagery Does the poem contain metaphors, similes, personification? What sort of imagery do these devices create? - Natural/horrific/violent /painful/ beautiful/ tranquil/biblical imagery? Why do you think the poet has included these images in the poem? How do they display possession?</p>	Technique that creates imagery - (Only choose one)	Evidence (quote)	Analysis - what does the reader picture? Why? How? Can you link to context? Is there a single word you can zoom in on?
<p>Paragraph 3 - Language Identify a linguistic devices used by the writer (NOT IMAGERY) Semantic fields/ Onomatopoeia/ Alliteration/Oxymoron/ Juxtaposition etc. What tone does the language create? Aggressive/ sarcastic, joyful/ blunt/bitter/boastful/envious? Track the changes.</p>	Language Technique - (Only choose one)	Evidence (quote)	Analysis - what does the quote suggest/ portray? Can you link to context? Is there a single word you can zoom in on?
<p>Conclusion - Effect What effect on the reader is the poet aiming to achieve? (How is it intended to make you think/feel?)</p>			

Poem Guides: 'Ozymandias' (written 1818)

What's it about?

Shelley writes about Ozymandias (better known as Ramses II, the most feared Egyptian pharaoh). While walking in the desert, the speaker finds a traveller, who tells him about Ozymandias. Ozymandias was feared and powerful, and had slaves build a huge statue of him, but he couldn't win his battle against time, and so his statue just falls apart in the desert, while most people have forgotten him (I mean, are **you** scared of Ozymandias?). The poem is probably a warning to other rulers who want to be all-powerful.

Noun: very important word choice. Literally means face, but also can mean mask; we only see his cruel persona, not the man beneath it

Adjective: broken beyond repair, into a lot of tiny pieces

The torso of the statue is missing

Noun: he thought very highly of himself to place himself on a pedestal. Traditionally, sonnets place women on a pedestal, but Ozymandias loves himself so much he did this for himself

I met a traveller from an antique land,
Who said—"Two vast and trunkless legs of stone
Stand in the desert. . . . Near them, on the sand,
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them, and the heart that fed;
And on the pedestal, these words appear:
My name is **Ozymandias**, King of Kings;
Look on my Works, ye Mighty, and despair!
Nothing beside remains. Round the decay
Of that colossal Wreck, boundless and bare
The lone and level sands stretch far away."

Shows he ruled in an unemotional way - he did not feel bad for the cruelty he inflicted

Addresses God directly: this is how arrogant he was

Oxymoron: either refers to the colossal size initially, but more: emphasises that because he had built himself up so much, it meant the destruction of his empire was even more terrific

Verb: emphasises how far the emptiness goes

Ends on empty desert. Mirrors the start, and emphasises how time can be defeated by no-one

Structure

I met a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them, on the sand,
Half sunk, a shattered visage lies, whose frown
And wrinkled lip, and sneer of cold command
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them and the heart that fed.
And on the pedestal these words appear:
"My name is Ozymandias, king of kings:
Look on my works, ye Mighty, and despair!"
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare
The lone and level sands stretch far away.

What do you notice about the rhyme scheme? Is it the same the entire way through the poem?

Is there a regular or irregular rhythm?

What might this represent/display?

The form of the poem is a:
Sonnet

Shelley wrote this poem in the **form of a sonnet** (a poem of 14 lines).

Sonnets **usually** follow a strict rhyme scheme, yet Shelley **did not follow these typical conventions**. Ozymandias does not have the same, simple rhyme scheme or punctuation that most sonnets have.

Some lines are split by full stops and the **rhyme is irregular at times**.



Considering what we have learnt about Shelley's radical opinions, why do you think he chose to write a sonnet that did not follow the usual/ expected rules?

Context Links:

- Percy Shelley was seen as a radical (someone who thinks extreme ideas) in his day; he was very against the powerful and the elite because he thought they often abused their power.
- Percy Shelley wrote this poem because Ozymandias' statue was being brought to England to the British museum
- Ramses II (nicknamed Ozymandias by Shelley) was a feared ruler of Egypt approximately 1200 years BC
- Ramses II is also believed to be the pharaoh who thought himself more powerful than God – he may have been the pharaoh against whom God sent ten plagues, or who suffered the exodus from Egypt led by Moses in the bible.
- The poem was written during the reign of King George IV, who during his long reign participated in many many wars: Shelley was very against this type of ruling and empire building. 'Ozymandias' seems to be a warning to rulers like King George, who were focused on themselves and their power, not on their people (using an Egyptian ruler as the character in the poem meant he could comment on King George without getting in trouble)
- Ozymandias essentially means 'ruler of the air,' so... king of nothing.

Planning a Part A Response

How are the themes of power and excessive pride presented in Ozymandias?

Focus Points	Notes		
<p>Introduction - Meaning What is the poem about? When was it written? When is it set? What do you know about this time period/s? Can you link your contextual knowledge to the theme of power and excessive pride? How is this theme presented, is it through a character/ setting/ relationship? How does the title display this theme?</p>	The poem is about ...		The writer conveys the themes of power and excessive pride through the title. The writer has used...
<p>Paragraph 1 - Structure What form is the poem written in? How might this present the theme of power and excessive pride? Is there a regular/ irregular rhythm what might this represent? Has the writer used enjambment/ caesura/repetition? Consider what this might depict.</p>	Structural Technique - (Only choose one)	Evidence (quote) - If applicable	Analysis - what might the structure represent/ show? Can you link to context?
<p>Paragraph 2 - Imagery Does the poem contain metaphors, similes, personification? What sort of imagery do these devices create? - Natural/horrific/violent /painful/ beautiful/ tranquil/biblical imagery? Why do you think the poet has included these images in the poem? How do they display power and excessive pride?</p>	Technique that creates imagery - (Only choose one)	Evidence (quote)	Analysis - what does the reader picture? Why? How? Can you link to context? Is there a single word you can zoom in on?
<p>Paragraph 3 - Language Identify a linguistic devices used by the writer (NOT IMAGERY) Semantic fields/ Onomatopoeia/ Alliteration/Oxymoron/ Juxtaposition etc. What tone does the language create? Aggressive/ sarcastic, joyful/ blunt/bitter/boastful/envious? Track the changes.</p>	Language Technique - (Only choose one)	Evidence (quote)	Analysis - what does the quote suggest/ portray? Can you link to context? Is there a single word you can zoom in on?
<p>Conclusion - Effect What effect on the reader is the poet aiming to achieve? (How is it intended to make you think/feel?)</p>			

Poem Guides: 'London in 1819' (written 1819)

What's it about?

A summary - The king is dying, old, blind, insane, and despised. His sons are objects of public scorn. His ministers run the country for their own selfish interests. The people are hungry and oppressed. The army is used to destroy liberty and to collect booty. The law is manipulated to protect the rich and enchain the poor. Religion is in a state of apathy. Parliament denies Roman Catholics their civil rights. But out of this unhappy state of affairs may come a revolution that will right all wrongs

Have a go at answering the questions attached to each section of the poem.

The poem begins by attacking England's leaders and institutions, deeming the monarchy a disgraceful leech draining the country of its life force.

The speaker lists a series of crises England faces in 1819.

The King is hated by his people.

The King is portrayed as heartless and cruel as he watches his people suffer.

The laws this King puts in place are for his benefit only.

An old, mad, blind, despised, and dying King;
Princes, the dregs of their dull race, who flow
Through public scorn,—mud from a muddy spring;
Rulers who neither see nor feel nor know,
But leechlike to their fainting country cling
Till they drop, blind in blood, without a blow.
A people starved and stabbed in th' untilled field;
An army, whom liberticide and prey
Makes as a two-edged sword to all who wield;
Golden and sanguine laws which tempt and slay;
Religion Christless, Godless—a book sealed;
A senate, Time's worst statute, unrepealed—
Are graves from which a glorious Phantom may
Burst, to illumine our tempestuous day.

The first six lines deal with England's rulers, the king and the princes.

The King does not care for his subjects or the problems England faces.

Shelley feels his country has run on corruption and dishonesty.

The speaker compares all these problems to graves from which a glorious, redeeming spirit might arise, turning a turbulent time into a calm and enlightened one.

The final eight lines deal with everyone else.

Context Links:

- The king Shelley refers to in his poem is George III. In 1819, he was eighty-one years old, insane, blind, and deaf. He died the following year and was succeeded by George IV, the oldest of George III's dissolute sons, "mud from a muddy spring." His separation from his wife, Princess Caroline of Brunswick, after a year of marriage caused a public scandal, and his numerous affairs injured his reputation.
- Romantic poet Percy Bysshe Shelley's "England in 1819" is an expression of political anger and hope. First sent as an untitled addition to a private letter, the sonnet vents Shelley's outrage at the crises plaguing his home country during one of the most chaotic years of its history. The poem begins by attacking England's leaders and institutions, deeming the monarchy a disgraceful leech draining the country of its life force. The aristocracy is totally out of touch, the speaker continues, while starving citizens remain violently oppressed by a greedy government that crushes the freedom of those it's meant to defend.

Have a go at the questions below to develop your understanding of the poem:

Can you identify the form England in 1819 has been written in?

Why do you think Shelley chose this form?

What do you notice about the rhyme scheme? Is it regular/repetitive, irregular?

What might this represent/display?

Focus Points	Notes		
<p>Introduction - Meaning What is the poem about? When was it written? When is it set? What do you know about this time period/s? Can you link your contextual knowledge to the theme of corruption? How is this theme presented, is it through a character/ setting/ relationship? How does the title display this theme?</p>	The poem is about ...		The writer conveys the theme of corruption through the title. The writer has used...
<p>Paragraph 1 - Structure What form is the poem written in? How might this present the theme of corruption? Is there a regular/ irregular rhythm what might this represent? Has the writer used enjambment/ caesura/repetition? Consider what this might depict.</p>	Structural Technique - (Only choose one)	Evidence (quote) - If applicable	Analysis - what might the structure represent/ show? Can you link to context?
<p>Paragraph 2 - Imagery Does the poem contain metaphors, similes, personification? What sort of imagery do these devices create? - Natural/horrific/violent /painful/ beautiful/ tranquil/biblical imagery? Why do you think the poet has included these images in the poem? How do they display corruption?</p>	Technique that creates imagery - (Only choose one)	Evidence (quote)	Analysis - what does the reader picture? Why? How? Can you link to context? Is there a single word you can zoom in on?
<p>Paragraph 3 - Language Identify a linguistic devices used by the writer (NOT IMAGERY) Semantic fields/ Onomatopoeia/ Alliteration/Oxymoron/ Juxtaposition etc. What tone does the language create? Aggressive/ sarcastic, joyful/ blunt/bitter/boastful/envious? Track the changes.</p>	Language Technique - (Only choose one)	Evidence (quote)	Analysis - what does the quote suggest/ portray? Can you link to context? Is there a single word you can zoom in on?
<p>Conclusion - Effect What effect on the reader is the poet aiming to achieve? (How is it intended to make you think/feel?)</p>			

Poem Guides: 'The Tyger' (written 1794)

What's it about?

"The Tyger" is a poem by visionary English poet William Blake, and is often said to be the most widely anthologized poem in the English language. It consists entirely of questions about the nature of God and creation, particularly whether the same God that created vulnerable beings like the lamb could also have made the fearsome tiger. The tiger becomes a symbol for one of religion's most difficult questions: why does God allow evil to exist? At the same time, however, the poem is an expression of marvel and wonder at the tiger and its fearsome power, and by extension the power of both nature and God.

Research Task:

<https://www.poetryfoundation.org/poets/william-blake>



How many questions can you find the answers to below?

When was William Blake born?

Where did he live for most of his life?

What traumatic event took place 1787? How might this have affected/influenced him?

Blake wrote poetry during a time of great political and social change, what were some of these changes?

Blake was a Romantic poet, what does this mean?

What were his reasons for writing the poem The Tyger?

Framed as a series of questions, 'Tyger Tyger, burning bright' (as the poem is also often known), in summary, sees Blake's speaker wondering about the creator responsible for such a fearsome creature as the tiger.

The speaker is asking asking about the immortal creator responsible for the beast.

In the third and fourth stanzas, Blake introduces another metaphor, comparing God and a blacksmith. It is as if the Creator made the blacksmith, hammering the base materials into the living and breathing ferocious creature which now walks the earth.

What do you notice about the structure of the poem? What might it represent/display?

Tyger Tyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies.

Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp!

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger Tyger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?

The fiery imagery used throughout the poem conjures the tiger's aura of danger: fire equates to fear. Don't get too close to the tiger, Blake's poem seems to say, otherwise you'll get burnt

The second stanza continues the fire imagery established by the image of the tiger 'burning bright', with talk of 'the fire' of the creature's eyes, and the notion of the creator moulding the tiger out of

When the Creator fashioned the Tyger, Blake asks, did he look with pride upon the animal he had created?

Presumably the question is rhetorical; the real question-behind-the-question is why? He is describing the remarkable patterns on the tiger's skin and fur which humans have learned to go in fear of.

Planning a Part A Response

How is the theme of religion displayed within the poem The Tyger?

Focus Points	Notes		
<p>Introduction - Meaning What is the poem about? When was it written? When is it set? What do you know about this time period/s? Can you link your contextual knowledge to the theme of religion? How is this theme presented, is it through a character/ setting/ relationship? How does the title display this theme?</p>	The poem is about ...		The writer conveys the theme of religion through the title. The writer has used...
<p>Paragraph 1 - Structure What form is the poem written in? How might this present the theme of religion? Is there a regular/ irregular rhythm what might this represent? Has the writer used enjambment/ caesura/repetition? Consider what this might depict.</p>	Structural Technique - (Only choose one)	Evidence (quote) - If applicable	Analysis - what might the structure represent/ show? Can you link to context?
<p>Paragraph 2 - Imagery Does the poem contain metaphors, similes, personification? What sort of imagery do these devices create? - Natural/horrific/violent /painful/ beautiful/ tranquil/biblical imagery? Why do you think the poet has included these images in the poem? How do they create religious/biblical imagery?</p>	Technique that creates imagery - (Only choose one)	Evidence (quote)	Analysis - what does the reader picture? Why? How? Can you link to context? Is there a single word you can zoom in on?
<p>Paragraph 3 - Language Identify a linguistic devices used by the writer (NOT IMAGERY) Semantic fields/ Onomatopoeia/ Alliteration/Oxymoron/ Juxtaposition etc. What tone does the language create? Aggressive/ sarcastic, joyful/ blunt/bitter/boastful/envious? Track the changes.</p>	Language Technique - (Only choose one)	Evidence (quote)	Analysis - what does the quote suggest/ portray? Can you link to context? Is there a single word you can zoom in on?
<p>Conclusion - Effect What effect on the reader is the poet aiming to achieve? (How is it intended to make you think/feel?)</p>			

Poem Guides: 'The Lamb' (written 1789)

Have a go at
annotating the poem
independently!

What's it about?

"The Lamb" is a poem by William Blake, published in Songs of Innocence in 1789. "The Lamb" is the matching poem to Blake's poem: "The Tyger" in Songs of Experience. Blake wrote Songs of Innocence to contrast the Songs of Experience. In this poem, the poet pays a tribute to Lord Christ who was innocent and pure like a child and meek and mild like a lamb. The little child asks the lamb if he knows who has created it, who has blessed it with life, and with the capacity to feed by the stream and over the meadow.

JUST
Google It!

Remember to think
about the structure,
imagery and language
used!

Little Lamb who made thee
Dost thou know who made thee
Gave thee life & bid thee feed.
By the stream & o'er the mead;
Gave thee clothing of delight,
Softest clothing wooly bright;
Gave thee such a tender voice,
Making all the vales rejoice!
Little Lamb who made thee
Dost thou know who made thee

Little Lamb I'll tell thee,
Little Lamb I'll tell thee!
He is called by thy name,
For he calls himself a Lamb:
He is meek & he is mild,
He became a little child:
I a child & thou a lamb,
We are called by his name.
Little Lamb God bless thee.
Little Lamb God bless thee.

Planning a Part A Response

How is the theme of nature displayed within the poem The Lamb?

Focus Points	Notes		
<p>Introduction - Meaning What is the poem about? When was it written? When is it set? What do you know about this time period/s? Can you link your contextual knowledge to the theme of nature? How is this theme presented, is it through a character/ setting/ relationship? How does the title display this theme?</p>	The poem is about ...		The writer conveys the theme of nature through the title. The writer has used...
<p>Paragraph 1 - Structure What form is the poem written in? How might this present the theme of nature? Is there a regular/ irregular rhythm what might this represent? Has the writer used enjambment/ caesura/repetition? Consider what this might depict.</p>	Structural Technique - (Only choose one)	Evidence (quote) - If applicable	Analysis - what might the structure represent/ show? Can you link to context?
<p>Paragraph 2 - Imagery Does the poem contain metaphors, similes, personification? What sort of imagery do these devices create? - Natural/horrific/violent /painful/ beautiful/ tranquil/biblical imagery? Why do you think the poet has included these images in the poem?</p>	Technique that creates imagery - (Only choose one)	Evidence (quote)	Analysis - what does the reader picture? Why? How? Can you link to context? Is there a single word you can zoom in on?
<p>Paragraph 3 - Language Identify a linguistic devices used by the writer (NOT IMAGERY) Semantic fields/ Onomatopoeia/ Alliteration/Oxymoron/ Juxtaposition etc. What tone does the language create? Aggressive/ sarcastic, joyful/ blunt/bitter/boastful/envious? Track the changes.</p>	Language Technique - (Only choose one)	Evidence (quote)	Analysis - what does the quote suggest/ portray? Can you link to context? Is there a single word you can zoom in on?
<p>Conclusion - Effect What effect on the reader is the poet aiming to achieve? (How is it intended to make you think/feel?)</p>			

Examiner's Advice

This is a brand new scheme of work, so there is no examiner's report from last year, but below is some advice for what we anticipate will be written by Dormston students.

Candidates will be rewarded for:

- Focusing on the task i.e. ensuring they answer the question clearly
- Being thoughtful about the poem (considering different possibilities, and considering the message the poet might have wished to present)
- Analysing language carefully
- Using technical vocabulary (see pages 5-6 of this booklet)
- Considering how structure adds to the meaning
- Writing about the context of the poem, linking the poem to the context in which it was written
- Showing a good understanding of the poems
- Writing in a clear style

Anticipated Common issues:

- Failure to plan work before beginning
- Losing track of what the question asks
- Not analysing language
- **Not writing anything about context**
- Not commenting on the effects of methods used
(e.g. "I wandered lonely as a cloud." This is a simile. **(Very poor as it only provides a label and no analysis)**
"I wandered lonely as a cloud." This simile suggests he is lonely. **(Needs a lot of work, as it does not really delve into the meaning in any way)**
"I wandered lonely as a cloud." This simile shows he has no real direction in which to travel, because a lone cloud just drifts wherever the wind takes it, and it might change. **(Much better as it explores what it is about a cloud's behaviour which the poet is using)**
- Not using any technical language

To summarise, pupils should read the task very carefully and should circle or underline key parts of the poem that they may discuss. This should inform a quick plan – here, they should jot brief notes about how the poet explores the key ideas in the poem. They should ensure they cover something from the top, middle and bottom of the poem. They should also write in detail about the effects of the methods the writer uses.