

Seamus Heaney: 'Storm on the Island'

To be completed whilst watching Mr Bruff's YouTube analysis video: https://youtu.be/Sgsu_WgO9GY
Alternatively, on YouTube, search for: Seamus Heaney: 'Storm on the Island' Mr Bruff Analysis.



Questions:

- 1) List 3 facts about the poet Seamus Heaney.
- 2) Use the literal translation section of the video to briefly summarise what the poem is about.

Using the *Structure* section of the video:

- 1) Why is the poem structured as one long stanza?
- 2) Give one example of half rhyme in the poem.
- 3) How does Heaney's use of half rhyme reflect the overwhelming power of the storm?

Using the *Form* section of the video:

- 4) How could the poem be considered a dramatic monologue?
- 5) Which other poems in the Power and Conflict cluster are dramatic monologues?

THEME:

- 6) What does the poem tell us about the power of nature?
- 7) How might the poem be considered to explore the conflict in Ireland and Northern Ireland?
- 8) What is blank verse? Why does Heaney use it in this poem?

EXTENSION QUESTIONS:

- 9) What does the poem tell us about power?
- 10) Which poetic devices are used to present power in the poem?

EXAM QUESTIONS:

Compare how poets present the power of nature in 'Storm on the Island' and in **one** other poem from 'Power and Conflict'.

OR

Compare how poets present conflict in 'Storm on the Island' and in **one** other poem from 'Power and Conflict'.

Robert Browning: 'My Last Duchess'

To be completed whilst watching Mr Bruff's YouTube analysis video:

https://youtu.be/T9h_csKEwxg

Alternatively, on YouTube, search for: 'My Last Duchess' by Robert Browning: Mr Bruff Analysis.



1. List three facts about the poet Robert Browning.
2. Using the literal translation section of the video, briefly summarise what the poem is about.
3. Why does Browning repeat the pronoun 'my' throughout the poem?
4. Give one example of formal address in the poem.
5. Give one example of a metaphor used in the poem. What does it suggest about the Duke?
6. How could the poem be considered a dramatic monologue?
7. Which other poems in the Power and Conflict cluster are dramatic monologues?
8. How does Browning employ enjambment for effect?

EXTENSION QUESTIONS:

How can the poem be seen as presenting the Duke as weak? Which poetic devices are used to present power in the poem?

EXAM QUESTION:

Compare how poets present power in 'My Last Duchess' and in **one** other poem from the Power and Conflict cluster.

Percy Shelley: 'Ozymandias'

To be completed whilst watching Mr Bruff's YouTube analysis video:
https://youtu.be/d_Egz2bDQ0o Alternatively, on YouTube, search for: Percy Shelley's 'Ozymandias': Mr Bruff Analysis.



Questions:

- 1) List 3 facts about the poet Percy Shelley.
- 2) Use the literal translation section of the video to briefly summarise what the poem is about.
 - 1) What are the conventions of Romantic poetry.
 - 2) What does the poem tell us about the theme of power?
 - 3) What is a sonnet? How does the poem challenge the traditional rules of the sonnet form?
 - 4) What is meant by the Greek words 'ozium' and 'mandate'? How does their meaning relate to the poem?
 - 5) Why does the poet distance himself from the poem's content with the line 'I met a traveller from an antique land'?
- 6) List three words used to indicate a negative attitude in the poem.

EXTENSION QUESTIONS:

- 7) Where is the irony in the poem?
- 8) How might the poem be read as a critique of Christianity?

EXAM QUESTIONS:

Compare how poets present power in 'Ozymandias' and in **one** other poem from 'Power and Conflict'.

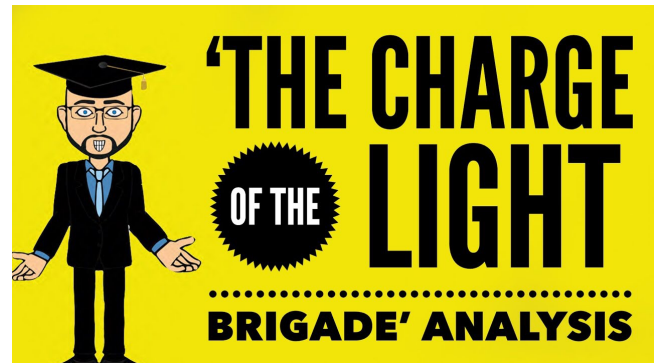
Or

Compare how poets present the transitory nature of power in 'Ozymandias' and in **one** other poem from 'Power and Conflict'.

Alfred Lord Tennyson: 'The Charge of the Light Brigade'

To be completed whilst watching Mr Bruff's YouTube analysis video: <https://youtu.be/OXVs8KydoNY>

Alternatively, on YouTube, search for: Alfred Lord Tennyson's 'The Charge of the Light Brigade' Mr Bruff Analysis.



Questions:

- 1) List 3 facts about the poet Alfred Tennyson.
- 2) List 3 facts about the historical context of the Crimean War.
- 3) Use the literal translation section of the video to briefly summarise what the poem is about.
- 4) What is a ballad? How is this poem a ballad? Why does Tennyson use the ballad form in this poem?
- 5) What is dactylic dimeter? Why does Tennyson use it?
- 6) Where are the Biblical references in the poem? What do they suggest?
- 7) Where does Tennyson use repetition? Why?
- 8) Give two interpretations of the word 'wondered'.
- 9) Explain the repetition of the 'ered' sound in the poem.

EXTENSION:

How does the poem both praise the bravery of the soldiers and challenge the upper classes / blind obedience to power?

Why is the following quotation not written in dactylic dimeter: 'Someone had / blundered'?

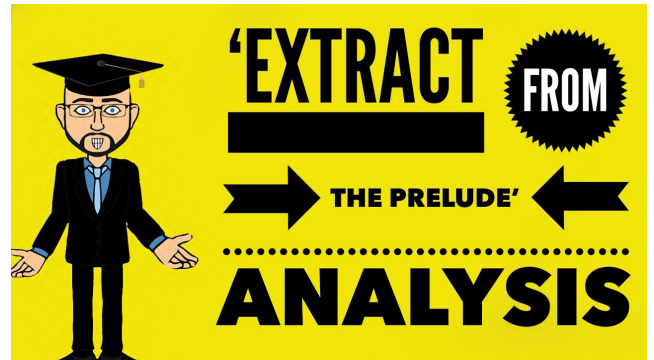
EXAM QUESTION:

Compare how poets present the effects of war in 'The Charge of the Light Brigade' and in **one** other poem from 'Power and Conflict'.

William Wordsworth: Extract from 'The Prelude'

To be completed whilst watching Mr Bruff's YouTube analysis video: <https://youtu.be/5g3l1E1gHiM>

Alternatively, on YouTube, search for: Extract from 'The Prelude', by William Wordsworth: Mr Bruff Analysis.



Questions:

- 1) List 3 facts about the poet William Wordsworth.
- 2) How is the poem a Romantic poem?
- 3) How can the poem be seen as an example of an Epic poem?
- 4) Who is the 'her' in the poem?
- 5) Briefly summarise what the poem is about.
- 6) What does the poem tell us about the pride of man?
- 7) What is meant by 'elfin pinnace'?
- 8) Explain the repetition: 'huge peak, black and huge'
- 9) What is suggested by 'trembling oars'?
- 10) Give an example of vague language in the poem.

EXTENSION:

How does the poet's use of present participles link to the theme of the poem?

How does the poet use sentence structure to increase the tension and suspense in the poem?

EXAM QUESTION:

Compare how poets present the power of nature in 'Extract from 'The Prelude'' and in **one** other poem from 'Power and Conflict'.

Ted Hughes: 'Bayonet Charge'

To be completed whilst watching Mr Bruff's YouTube analysis video: <https://youtu.be/6AMuwf9zzKM>

Alternatively, on YouTube, search for: Ted Hughes: 'Bayonet Charge' Mr Bruff Analysis.



Questions:

- 1) List 3 facts about the poet Ted Hughes.
- 2) Briefly summarise what the poem is about.
- 3) What is the effect of the poem beginning in the middle of the action with the word 'Suddenly'?
- 4) Give three examples of enjambment in the poem. What is its effect of this structural device?
- 5) What is caesura? How does it combine with the enjambment to create a specific effect?
- 6) What is suggested by the repetition in the line 'raw in raw-seamed hot khaki'?
- 7) How do the intertextual references to Wilfred Owen's poem suggest the inexpressible horror of war?
- 8) How many similes are used in the poem? Give three examples.
- 9) What is the effect of the use of similes?
- 10) What is significant in the image 'Bullets smacking the belly out of the air.'?
- 11) What is the significance of the use of the word 'etcetera'?

EXTENSION QUESTIONS:

What might be the significance of the yellow hare imagery. Give at least two different interpretations.

What does the poem tell us about human suffering?

EXAM QUESTION:

Compare how poets present the effects of war in 'Bayonet Charge' and in **one** other poem from 'Power and Conflict'.

Wilfred Owen: 'Exposure'

To be completed whilst watching Mr Bruff's YouTube analysis video: <https://youtu.be/64FESmLvQEs>

Alternatively, on YouTube, search for: Wilfred Owen: 'Exposure' - Mr Bruff Analysis.



Questions:

- 1) List 3 facts about the poet Wilfred Owen.
- 2) Briefly summarise what the poem is about.
- 3) Give an example of: a) a blunt and powerful opening sentence b) highly emotive vocabulary choices c) an anticlimactic final stanza line
- 4) What is pararhyme? Give an example. Why does Owen use it?
- 5) How are the soldiers likened to Jesus Christ?
- 6) Where is the Biblical reference in the poem?
- 7) Where is the personification in the poem? What does it suggest?
- 8) What is sibilance? Where is the sibilance in the poem? Why does Owen use it?

EXTENSION QUESTION:

How does the rhyme scheme reflect the building momentum and anticipation of battle which is never realized?

EXAM QUESTION:

Compare how poets present the effects of war in 'Exposure' and in **one** other poem from 'Power and Conflict'.

Carol Ann Duffy: 'War Photographer'

To be completed whilst watching Mr Bruff's YouTube analysis video:

<https://www.youtube.com/watch?v=HeZCQIUMQxI>

Alternatively, on YouTube, search for: Carol Ann Duffy: 'War Photographer' Mr Bruff Analysis



Questions:

- 1) List 3 facts about the poet Carol Ann Duffy.
- 2) What is the theme of the poem?
- 3) Use the line by line translation section of the video to briefly summarise what the poem is about.
- 4) How is the poem's structure tightly controlled? What might this suggest about the theme of the poem?
- 5) Where is there contrast within the poem? Give two examples.
- 6) What is caesura? How is it used for effect within the poem?
- 7) Where is the half rhyme in the poem? How is it used for effect?
- 8) How is 'dark room' an example of symbolism?
- 9) Where is the religious imagery in the poem?
- 10) How is 'All flesh is grass' a Biblical reference? What does it suggest about life?
- 11) What are plosives? Where are they used in the poem?

EXTENSION QUESTIONS:

How does the poem's structure reflect the war photographer's job?

How does the poet use religious imagery for effect?

How does the poet use plosives for effect?

How does the poet's use of punctuation force the reader to reflect on the impact of war?

EXAM QUESTION:

Compare how poets present the effects of conflict in 'War Photographer' and in **one** other poem from 'Power and Conflict'.

John Agard: 'Checking Out Me History'

To be completed whilst watching Mr Bruff's YouTube analysis video: https://youtu.be/Mj1bMk_E7GQ

Alternatively, on YouTube, search for: John Agard: 'Checking Out Me History' Mr Bruff Analysis



Questions:

- 1) List 3 facts about the poet John Agard.
- 2) What does the poem tell us about power?
- 3) How does Agard use the poem's rhyme scheme challenge the segregation of white and black history?
- 4) What is enjambment used in the poem? Give an example. What is its effect?
- 5) What is the effect of the repetition of the word 'Dem'?
- 6) What is the effect of the poet's use of italics?
- 7) What is the effect of the imagery related to nature?
- 8) How can the poem be seen as an example of oral poetry?
- 9) What is the significance of the metaphor of blindness?
- 10) Give two examples of phonetic spellings in the poem. What is its effect?
- 11) What might be symbolised by the lack of punctuation in the poem?

EXTENSION QUESTIONS:

How is the poem structured to challenge the segregation of black and white historical figures?

How does the speaker change as the poem progresses?

EXAM QUESTION:

Compare how poets present power in 'Checking Out Me History' and in **one** other poem from 'Power and Conflict'.

Simon Armitage: Remains

To be completed whilst watching Mr Bruff's YouTube analysis video: <https://youtu.be/vmUCX-dSb9E>

Alternatively, on YouTube, search for: Simon Armitage: 'Remains' Mr Bruff Analysis.



- 1) List three facts about the real life source of the poem.
- 2) Briefly summarise the poem in your own words.
- 3) How does this poem link to the Carol Ann Duffy poem 'War Photographer'?
- 4) What is the effect of the structural decision to begin the poem mid-action?
- 5) Where does the poet use repetition? What is its effect?
- 6) How does the poem have a cyclical structure? What is its effect?
- 7) What is the significance of the title 'Remains'?
- 8) Give an example of the informal, 'relaxed and casual' language used in the poem. What do these language choices tell us about the soldier's experience of war?
- 9) How does this language choice change as the poem progresses?
- 10) What is the effect of the poet's use of compound adjectives in 'sun-stunned' and 'sand-smothered'?

EXTENSION QUESTIONS:

How does this poem challenge pre-conceived ideas about war?

How does the conflict of war affect the soldier when he returns home? Use evidence from the text to explain your answer.

EXAM QUESTION:

Compare how poets present different types of conflict in 'Remains' and in **one** other poem from 'Power and Conflict'.

William Blake: London

To be completed whilst watching Mr Bruff's YouTube analysis video: <https://youtu.be/zHp8eVi27Nw>

Alternatively, on YouTube, search for: William Blake: 'London' - Mr Bruff Analysis.



- 1) List three facts about the poet William Blake.
- 2) Using the 'simple translation' section of the video, briefly summarise the poem.
- 3) How is the poem's structure repetitive? What is the effect of these structural choices?
- 4) How is line 7, 'marks of weakness, marks of woe.' different to other lines in terms of metre? Why?
- 5) Give five examples of imagery related to suffering within the poem.
- 6) What is meant by the word "charter'd"?
- 7) How does the poem link to the French Revolution?
- 8) Where does the poet use an oxymoron? What is its effect?

EXTENSION QUESTION:

Who or what causes the suffering evident within this poem?

Why does the poet repeat the word 'marks' in the poem?

How does the poem link to Jean-Jacques Rousseau?

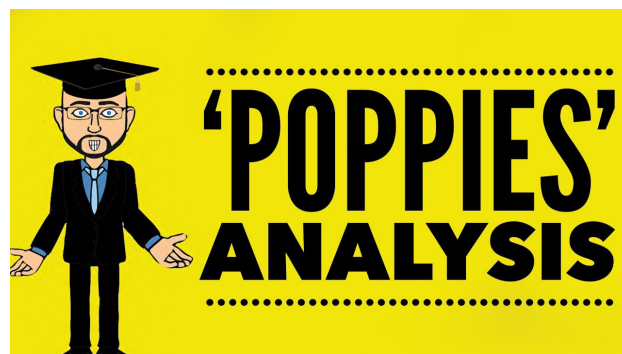
EXAM QUESTION:

Compare how poets present different types of power in 'London' and in **one** other poem from 'Power and Conflict'.

Jane Weir: Poppies

To be completed whilst watching Mr Bruff's YouTube analysis video: <https://youtu.be/FEqSAT77SDQ>

Alternatively, on YouTube, search for: 'Poppies' by Jane Weir: Mr Bruff Analysis.



- 1) List three facts about the poet Jane Weir.
- 2) Use the 'literal translation' section of the video to briefly summarise what the poem is about.
- 3) Where is there ambiguity in the poem?
- 4) How can the poem be seen as a dramatic monologue?
- 5) What is free verse? Why is it used in the poem?
- 6) Where does the poet use domestic language? Give two examples.
- 7) Where does the poet use military language? Give two examples.
- 8) What is surprising about the quote 'I was brave'?
- 9) How might this poem compare well with 'Kamikaze' and 'War Photographer'?

EXTENSION QUESTIONS:

Why does the poet mix domestic and military language in the poem?

How does the quote 'I was brave' challenge our preconceived ideas about conflict?

EXAM QUESTION:

Compare how poets present different the effects of war in 'Poppies' and in **one** other poem from 'Power and Conflict'.

Carol Rumens: The Emigree

To be completed whilst watching Mr Bruff's
YouTube analysis video: <https://youtu.be/RfIJ8iXLfLc>

Alternatively, on YouTube, search for: '*The Emigrée*'
Mr Bruff Analysis.



- 1) List three facts about the poet Carol Rumens.
- 2) Using the 'line by line translation' in the video, briefly summarise what the poem is about.
- 3) Where is the ambiguity in the poem?
- 4) What is an emigree?
- 5) What is the effect of the poet's use of free verse, enjambment, and caesura?
- 6) What is the effect of the repetition of 'they' in the final stanza?
- 7) What is the effect of the repeated image of 'sunlight'?
- 8) What is significant about the use of a 'paperweight' in the poem?
- 9) Where does the poet use personification? What is its effect?

EXTENSION QUESTIONS:

How does 'The Emigree' present conflict?

Which poems might compare well with this poem? Give two choices and explain each.

EXAM QUESTION:

Compare how poets present the power of place in 'The Emigree' and in **one** other poem from 'Power and Conflict'.

Beatrice Garland: Kamikaze

To be completed whilst watching Mr Bruff's

YouTube analysis video:

<https://youtu.be/9zwoe5twfd4>

Alternatively, on YouTube, search for: 'Kamikaze' by Beatrice Garland: Mr Bruff Analysis.



- 1) List three facts about the poet Beatrice Garland.
- 2) Using the 'simple translation' in the video, briefly summarise what the poem is about.
- 3) What two types of conflict are presented in the poem?
- 4) How does 'Kamikaze' compare well with the poem 'Exposure'?
- 5) How does line length contrast the poet's use of free verse and enjambment?
- 6) What is sibilance? Where is it used in the poem? What is its effect?
- 7) What is surprising about the description of the tuna fish?
- 8) Why is the word 'safe' repeated in the poem?
- 9) What does the imagery of 'bunting' make the reader think of? How does this reflect the mental state of the pilot?
- 10) What might be symbolised by the poem's switch from third to first person?

EXTENSION QUESTIONS:

How can the poem be said to represent both personal and national conflict?

How does the poet use contrasting language for effect?

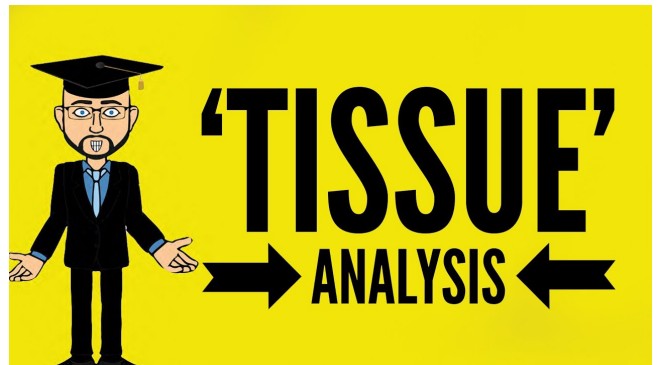
EXAM QUESTION:

Compare how poets present the power of nature in 'Kamikaze' and in **one** other poem from 'Power and Conflict'.

Imtiaz Dharker: Tissue

To be completed whilst watching Mr Bruff's YouTube analysis video: <https://youtu.be/wVjZpi9lkcl>

Alternatively, on YouTube, search for: Imtiaz Dharker: 'Tissue' Mr Bruff Analysis.



- 1) What does the poem tell us about power?
- 2) List three facts about the poet Imtiaz Dharker.
- 3) What is the meaning of the poem's title? Give two answers.
- 4) Using the 'simple translation' in the video, briefly summarise what the poem is about.
- 5) What is enjambment? Give an example from the poem? What is its effect?
- 6) Why is the word 'transparent' repeated in the poem?
- 7) What type of power is symbolised by 'Capitals and monoliths'?
- 8) What does the metaphor that receipts can 'fly our lives' tell us about power?
- 9) What does the poem tell us about conflict?

EXTENSION QUESTIONS:

How does the poet use religious imagery to explore power?

How does the poem explore the power of nature?

EXAM QUESTION:

Compare how poets present different types of power in 'Tissue' and in **one** other poem from 'Power and Conflict'.

