Poetry : Relationships Cluster

Some Revision Activities

Source – ZigZag Education 2010
‘The Manhunt’ by Simon Armitage

• Find 5 quotations to describe the damaged character within the poem.
• Choose 1 and create a PEE paragraph to show how he has become damaged by war in the poem.
• Jot down 4 quotes to show that the voice of the poem belongs to his wife, Laura.
• Choose 1 and create a PEE paragraph to show why Armitage perhaps chose to write from her viewpoint.
• How does the title link to the rest of the poem?
‘Hour’ by Carol Ann Duffy

• Re-read the poem, highlighting any references to time.
• What impression of love is conveyed in the poem? Create a PEE paragraph to explain your ideas.
• What is an extended metaphor? Find 3 quotes to show that this poem is an extended metaphor for ............ .
• What are the key themes of this poem? Find 2 pieces of evidence for each theme.
• What is the key message of this poem, do you think?
Comparing ‘Hour’ and ‘Sonnet 116’

• Both poems could be used to answer a question on ‘feelings towards a lover’...
• In just 1 – 2 sentences, explain how love is presented in each poem.
• Compare the FORM of each poem. What do they have in common?
• Pick out 2 examples of how the form helps to shape meaning in each poem. Link ideas using connectives.
• Pick out and explain 3 examples of imagery used within each poems. Compare and contrast examples using connectives.
‘In Paris With You’ by James Fenton

• Jot down 5 connotations that come to mind when you think of Paris.
• What are your impressions of the voice of the poem?
• How do you think the person being addressed is supposed to feel?
• What are the effects of the repetition of the title throughout the poem?
• Sample Qu. : *Compare how love is presented at different times in ‘In Paris With You’ and one other poem.*
• *Hint – ‘To His Coy Mistress’ would provide an excellent comparison ...*
‘Quickdraw’ by Carol Ann Duffy

• Skim back through the poem, highlighting all references to guns / gun imagery.

• Now comment on the effect upon the reader of each image. E.g. The title ‘Quickdraw’ suggests that ... It helps Duffy to achieve her aim of ...

• How does the title link to the rest of the poem?

• What are the effects of using first and second person throughout the poem?
Comparing ‘In Paris With You’ and ‘Quickdraw’

Sample Qu.: **Consider the ways in which relationships are presented in ‘In Paris With You’ and one other poem.**

<table>
<thead>
<tr>
<th></th>
<th>‘In Paris With You’</th>
<th>‘Quickdraw’</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is each poem about?</td>
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<tr>
<td>Who is the narrative voice of the poem? Who is being addressed?</td>
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<tr>
<td>Locate and discuss 2 interesting language choices.</td>
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<tr>
<td>Comment upon the structure of the poem. How is it used to create meaning?</td>
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<tr>
<td>Find and discuss 2 interesting examples of imagery.</td>
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</table>
‘Ghazal’ by Mimi Khalvati

• Why do you think the poem opens with these metaphors?
• How are sentence structures used throughout? Effect?
• Why is the poem arranged in couplets?
• Is each couplet isolated or do any run on?
• Why do you think the poet ends with those particular 2 lines?
• What ideas about love is the poet exploring? Find and explain 2 quotations to support your response.
‘Brothers’ by Andrew Forster

• Who are the characters in this poem?

• Explore each of them, using PEE to help you formulate your response.

• What are the key themes of this poem?

• Find 2 pieces of evidence to show each theme you have identified.

• Explain how the poet is using retrospect to look back on events in his life.
‘Harmonium’ by Simon Armitage

• Research what the harmonium is.
• How is it presented in stanza 2 of the poem? Work the following lines into a PEE to support your answer: ‘yellowed the fingernails of its keys’ / ‘holes were worn in both the treadles’.
• Comment on the effect of specific words in the quotations.
• What are the key themes of this poem?
• Find 2 pieces of evidence to show each theme you have identified.
‘Sonnet 116’ by William Shakespeare

• What is love? Try to come up with a definition.
• What makes a sonnet a sonnet?
• How does Shakespeare use the sonnet form to convey ideas about love?
• A sonnet usually sets out a proposition and then ‘proves’ it. Is this true of this sonnet? Explain (with evidence!!).
• What is the significance of the final rhyming couplet? What is Shakespeare saying here?
Sample Qu. : What does ‘Sonnet 116’ tell us about love? Compare Shakespeare’s presentation of ideas about love with one other poem (‘Sonnet 43’).

‘Sonnet 116’
- How does Shakespeare use the form to convey ideas about love?
- How does Shakespeare prove his proposition?
- Identify the rhyme scheme used – effect? Give an e.g.
- Give an example of imagery and explain the effects.
- Analyse the final couplet – what is Shakespeare affirming about love?

‘Sonnet 43’
- How does B-Browning use the form to convey ideas about love?
- How does B-Browning prove her proposition?
- Identify the rhyme scheme used – effect? Give an e.g.
- Give an example of imagery and explain the effects.
- Analyse the final couplet – what is B-Browning affirming about love?
‘Sonnet 43’ by Elizabeth Barrett Browning

- Focus on how the poet presents romantic love in relation to the areas below by completing the table:

<table>
<thead>
<tr>
<th>Evidence (Quotation)</th>
<th>Meaning</th>
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</thead>
<tbody>
<tr>
<td>Measurement</td>
<td></td>
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<tr>
<td>Holiness</td>
<td></td>
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<tr>
<td>Time &amp; Agelessness</td>
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<tr>
<td>Permeance</td>
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</tbody>
</table>
Some Exam Style Questions

• What do the poets tell us about romantic love in ‘Sonnet 116’ and ‘Hour’?

• Compare the ways in which romantic love is presented in ‘Sonnet 116’ and ‘To His Coy Mistress’.
A Suggested Framework:

• Offer an introductory lone to sum up the view of romantic love in each text...
• Form (comment on the type of poem, conventions followed and effects) ... 
• Structure ...
• Language ...
• Poetic Techniques ...
• A line to conclude the impression of romantic love in each poem ...
Similarly, STRIVE would also work...

<table>
<thead>
<tr>
<th></th>
<th>Poem 1</th>
<th>Poem 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Introduce Subject of each poem – link to theme in question</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Structure</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Identify key themes of poem</strong></td>
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<tr>
<td><strong>Rhyme &amp; Rhythm</strong></td>
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<tr>
<td><strong>Images / Imagery</strong></td>
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<tr>
<td><strong>Vocabulary (Language)</strong></td>
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<tr>
<td><strong>Emotional / Empathetic response to build up to conclusion.</strong></td>
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‘To His Coy Mistress’ by Andrew Marvell

• Pick out and explain 2 examples of hyperbole in the poem. E.g. Marvell uses hyperbole in his poem to ... An example would be ...

• Pick out and explain an example of a simile and metaphor in the poem.

• Jot down any quotations which suggest a sense of urgency within the poem. How do such devices help the speaker to achieve his purpose?
‘The Farmer’s Bride’ by Charlotte Mew

• Re-read the poem and turn it into a short story.
• Describe the farmer’s bride in as much detail as you can, using PEE to help you structure your responses.
• Do you see any change in her throughout the poem? When/where/how/why?
• Pick out and explain 2 similes used within the poem.
• What are the key themes of the poem?
• Which poems would you compare with ‘The Farmer’s Bride’?
‘Sister Maude’ by Christina Rossetti

• What adjectives would you use to describe the speaker in the poem?
• What is the speaker’s attitude to ‘Sister Maude’?
• What does Rossetti tell us about family relationships in the poem? What poems would you compare to ‘Sister Maude’?
• Using STRIVE, go back through the poem and make some key notes about it (this will also be good practise for Section B of the exam).
‘Nettles’ by Vernon Scannell

• Remind yourself on what we mean by an ‘extended metaphor’.

• Find 3 bits of evidence to show that this poem is an extended metaphor for ............. .

• Using STRIVE, go back through the poem and make some key notes about it.
‘Born Yesterday’ by Philip Larkin

• At first glance, what does the title of the poem suggest to you? How does the title link with the rest of the poem?
• What is ‘the usual stuff’ referred to on line 4?
• Do you think Larkin considers ‘the usual stuff’ to be realistic or desirable?
• Consider the structure of the poem. What is the effect of the change of stanza? Take a look at the first word of the 2nd stanza ... What impression does this use of the connective suggest?
• Have another look at the 2nd stanza. What are Larkin’s wishes for the baby?
• What is the effect of the ‘In fact’? What does it add to the meaning of the poem?
• What does Larkin mean by the adjective ‘dull’ which he qualifies in the final 4 lines?
• Use STRIVE to revisit and revise this poem.
'Praise Song For My Mother’
by Grace Nichols

• Look at the visual impact of the poem on the page. What do you immediately notice?
• For each of the following quotations from the poem, note down as many connotations as possible: ‘water’ / ‘moon’s eye’ / ‘sunrise’ / ‘fishes’ red gill, flame trees spread, crab’s legs, fried plantain smell’ / ‘Wide future’ ...
• With this in mind, describe the different images that the mother is compared to. What are the effects of these images?
• How is the last part of the poem different to the rest?
Other Revision Possibilities:

- Check out Bitesize: http://www.bbc.co.uk/schools/gcsebitesize/english_literature/poetryrelationships/

- Check out “Mr Bruff” on Youtube ... He provides some fantastic and detailed close readings and analysis of each of the poems.