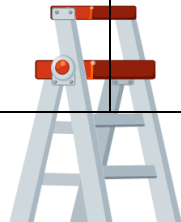




%	I can ...	Prove it!
	<p>Students are beginning to explore:</p> <p>How rhythm can create tone</p> <p>How an awareness of context develops a deeper exploration of the poem.</p>	<ol style="list-style-type: none"> 1) Vultures - We need to know facts about the Holocaust and World War II to fully understand the deeper ideas in the poem. Choose 4 quotations that back up this idea and develop a detailed exploration of how the context creates new meanings. 2) Island Man -How does the poet use techniques to show that the man feels homesick and doesn't want to face 'another London day'? The rythm of some lines symbolises what it feels like to gradually wake up. You must use the rhythm of at least 2 lines as evidence. 3) How can Geography help us to explore the ideas in the poem in greater depth. Which lines reveal the contrast between rural and urban settlements? What 2-3 quotations reveal the poem's message about human migration? How does the poet use imagery to celebrate natural environments over polluted and congested ones?
	<p>Students are beginning to explore:</p> <p>How Extended Metaphors can symbolise a central idea.</p> <p>Patterns in the poem - e.g. developments, turning points, cycles, flips, climaxes, repetitions, shifts in tone.</p> <p>The tone(s) of voice in the poem. How the narrator is speaking.</p>	<ol style="list-style-type: none"> 1) Island Man - The poet comes from an island in the Carribbean. His life in London is also like living on a very different type of Island. Explore how the poet uses techniques to represent two different types of island - and different feelings about life. You should write 3-5 paragraphs and use 2 quotations in each paragraph. 2) Blessing - How does the focus of the poem change as it develops? Write 3 paragraphs and use 5 quotations from throughout the poem to reveal where the tone changes. Can you also explain why the change occurs - e.g. <i>the tiny drips of water create the feeling of... However, there is a turning point with the word 'suddenly'. All of a sudden the focus of the poem is...</i> 3) Vultures - Read all of the poem 'Vultures'. Explore how the poet reflects his exploration of the Vultures when he explores the Concentration Camp and its Guards. You should compare 2 quotations about the vultures and their life with 2 quotations about the Commandant. 4) Not My Business - How would you describe the tone of voice in each verse of the poem? Explore a 1-2 quotations that reveal the different / similar tones. What is the tone in the final line? You might aim to include these words: <i>indifferent, self-centered, blindly, calmly, greedily, cowardly, shocking, matter-of-fact, that's life.</i>
	<p>Students are beginning to explore:</p> <p>How the sound of words can symbolise ideas in the poem.</p> <ul style="list-style-type: none"> • Alliteration • Assonance • Onomatopoeia • Rhyme <p>How the syntax of lines creates effects, feelings or can symbolise ideas. E.g. run-on lines or end-stops. Sentence or line length.</p>	<ol style="list-style-type: none"> 1) Island Man - The sound of the words present the sounds of a Caribbean beach and North London traffic. Write a 3 paragraph essay explaining how the sounds of words represent the sounds of the two different places. You could analyse the sounds in the quotation: "and fishermen pushing out to sea" and the onomatopoeia of "soar" and "roar". You might also analyse effect of the assonance in "steady, breaking and wombing". 2) Blessing - The sound of the words present the dry climate, the music of the water and the excitement of the crowd. Write a 3 paragraph essay exploring how the sounds of words symbolise the feelings of the people and the place that they live.



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	<p>Students are beginning to explain:</p> <p>How the poet's choice of words creates certain ideas, feelings and meanings.</p> <p>How specific (zoom in) imagery is created and how it explores specific ideas. E.g. similes and metaphors, personification & symbolism.</p>	<ol style="list-style-type: none"> 1) Night of the Scorpion - How do the poet's words present the different characters in the poem? How are words used to describe the father, the mother and the scorpion? You might analyse the simile, "like swarms of flies" used to describe the peasants. 2) Vultures (Part 1) - How does Achebe choose words to make the Vultures seem disgusting, macabre & robotic but also caring? Write 2 - 3 paragraphs selecting quotations that reveal these aspects and explaining your ideas in detail. 3) Not My Business - How does Osundare use imagery to explore ideas in the poem? Make sure you back up your answer with further quotations and explanations. Choose 3-5 of the following images: "They beat [Akanni] soft as clay", "the belly of the waking jeep", "stainless record" the "yam" and "the bewildered lawn". 4) Blessing - The poet uses words and imagery to present the water as precious, life-giving and holy. Choose 2-3 quotations and 2-3 images from the poem that support these ideas. Develop your explanations if you can.
	<p>Students are beginning to describe:</p> <p>What, actually, is happening in the poem in detail.</p> <p>The form of the poem.</p>	<ol style="list-style-type: none"> 1) Blessing - What is the setting of the poem? How would you describe the environment at the opening of the poem? Who is speaking in the poem? How is water presented in the second verse? What happens in verse three? How do the villagers react? What are the children doing at the end of the poem? Who is/are the protagonist(s)? Who is/are the antagonist(s) 2) Island Man - What is on the speaker's mind when he wakes up - give 2-3 details? Describe where Island Man really is when he wakes up? What does the place sound and feel like? Which of the two places does he prefer and why? 3) Night of the Scorpion - What is the poet remembering? What is the setting & what is the weather like? What does the scorpion do and where does it go? Describe 5 things the 'peasants' do and say. What effect does the poison have? Name 3 things the father tries to cure the mother. How long does the sickness last? How, exactly does the mother feel at the end? 4) The British - Who is speaking in the poem? What is the form of the poem? Is the story in the past or present tense? Who are the first 3 tribes to be added to the recipe? What three tips does the poet give to help the recipe? What is the last thing that the poet tells the reader?

Key Terms:

Sound Syntax Cliché Alliteration Form Imagery Symbolism Tone

Couplet Dialect Romanticism Realism First Person Third Person Free Verse

Run-on line Simile Sonnet Haiku Syllable Theme Rhyme

Voice Assonance Rhythm

