

## KS4 POETRY ANTHOLOGY (6 WAR POEMS) KNOWLEDGE ORGANISER

### Methods (Poetic Techniques)

#### FORM & STRUCTURE

**VOICE:** the SPEAKER in the poem (the poet or a PERSONA)

**DRAMATIC MONOLOGUE:** a poem in which a character speaks to an imaginary listener

**STANZA:** verse or paragraph of poetry

**SONNET:** a 14 line poem which involves a turning point or "volta"

**REPETITION:** anything that is repeated e.g. repetition of the word "cry" in "to cry again and cry no more"

**MOTIF:** an idea or more often an image which is repeated twice or more in a poem

#### IMAGERY

**Personification:** inanimate things given life like qualities e.g. the flowers dance

**Simile:** uses like / as e.g. a heart as warm as a summer's day

**Metaphor:** no "like" or "as" e.g. a heart of gold

**Symbolism:** when an object is used metaphorically e.g. a knife may symbolise violence

**Extended metaphor:** A series of metaphors all relating to each other e.g. the army of wasps invaded the garden and marched through the air over the no man's land of nettles before conquering the lavender bush, victorious at last. The enemy gardener shot them with pesticide gaining a pyrrhic victory.

#### WORD CHOICE

**Associations & Connotations:** ideas we link with a word or image

**Semantic field:** words related by topic e.g. the semantic field of war above (army, march, no man's land, shot, victory)

Verbs/ Adjectives/ Nouns

Pronouns e.g. we, you, I

#### SOUNDS

**Alliteration:** Repeated first letter (sibilance "s" "sh"/ Plosive "b" "p" / fricative "f" "v")

**Assonance:** Repeated vowel sounds (a or e or i or o or u)

**Onomatopoeia:** e.g. pop whizz clang boom

#### RHYTHM

Number of syllables per line or beats per line e.g. 10 syllables, 5 beats "pentameter"

Regular rhythm (same number of syllables in each line or repeated pattern)

#### RHYME

e.g. "cat" and "mat"

Regular rhyme: the same rhyming pattern throughout a poem e.g. arched rhyme a,b,a,b or couplets a,a, b,b,

**HYPERBOLE:** exaggeration especially through imagery e.g. a flood of tears or a mountain of lies

**COLLOQUIAL:** slang; the ordinary language of casual speech (may involve phonetic spelling e.g. "gonna" "dem")

The title of the poem evokes a sense of .../  
hints at ...

The poem deals with the ...

The poet conveys a  
positive/negative/conflicted view on...  
The opening line perhaps suggests...

The atmosphere is set from the start through  
...

Through the poem the poet uses language  
to show/highlight/suggest ...  
The use of .... perhaps exposes/ reveals the  
importance of/ indicates/ establishes/  
Specific sounds/rhyme/rhymes are  
explored to emphasise ....

A particularly striking phrase is ...  
The word... intensifies the ( tone/mood/  
sense of..)  
This foreshadows/ contrasts/ mirrors/ hints  
at ....

Through the use of the image of ... the poet  
displays... ( the simile/ metaphor/  
personification... indicates/ reinforces this  
idea that ....

The structure of the poem conveys a sense  
of ... this mirrors/ contrasts the overall  
mood as ...

The final stanza/ line leaves the reader  
feeling ...  
The poem ends with...  
The shift in moods echoed/reinforced/  
highlighted with  
The overall message ....this is ambiguous/  
explicitly clear when ...  
The poem addresses ... it goes from/ to...

### How to structure a poetry comparison:

#### Introduction - briefly state:

- What each poem is about
- The voice / perspective of each poem
- What is at the heart of each poem (the central idea/theme/emotion)

#### Point 1 (ideally 2 paragraphs)

- Write about a key piece of **imagery** from poem 1. *Analyse the quote in detail.*
- Write about (analyse) a quote from Poem 2 which is **similar and / or different** to the idea conveyed by the image in Poem 1.

#### Point 2 (ideally 2 paragraphs)

Repeat the process above for another key **image (or word-choice or other poetic technique)** from each poem.

#### Point 3 (ideally 2 paragraphs)

- Write about how poem 1 **ends & why this matters** (*analyse the quote!*)
- Write about (analyse) how poem 2 **ends** and how the endings of the two poems are **similar/different**

**If you run out of time, at least write the intro, compare imagery and compare endings!**



Hierarchy



Morality



Conflict



Man v nature

### 'Remains' by Simon Armitage

#### Overview:

The story centres on the killing of a man who had looted a bank. The soldier isn't sure whether the looter had a weapon and was going to shoot him or not. The soldier was abroad, fighting in a chaotic urban war zone. Written to coincide with a TV documentary about those returning from war with PTSD. Based on Guardsman Tromans, who fought in Iraq in 2003. The speaker describes shooting a civilian (the looter) dead in Iraq, and how it has affected him. To show the reader that mental suffering can persist long after physical conflict is over.

#### Key Quotations:

"blood shadow"

"his bloody life in my bloody hands"



### 'War Photographer' by Carol Ann Duffy

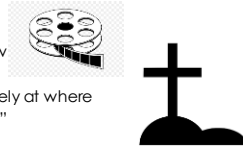
#### Overview:

War Photographer Tells the story of a war photographer developing photos at home in England: as a photo develops he begins to remember the horrors of war - painting a contrast to the safety of his dark room. He appears to be returning to a warzone at the end of the poem. The poet discusses the effects of trauma on those photographers who take pictures of civilian victims of war. It reflects the practice of preparing real film in a darkroom. The image at the end of stanza two may be a reference to an important photo from the Vietnam war.

#### Key Quotations:

"Spools of suffering set out in ordered row"

"From the aeroplane he stares impassively at where he earns his living and they do not care."



### 'Kamikaze' by Beatrice Garland

#### Overview

This poem explores the imaginary repercussions of a fictional World War Two Kamikaze pilot from Japan changing his mind while on his suicide mission. The Kamikaze pilots were seen as honouring their families and Japan by sacrificing themselves in suicidal plummets into Allied warships in the Pacific. In this poem, the pilot looks at the sea beneath him, remembers pleasant memories from his childhood, and decides to return back to his base rather than die for his country.

#### Key Quotation

"He must have looked far down/ At the little fishing boats strung out like bunting"

"And sometimes, she said, he must have wondered which had been the better way to die."



### Bayonet Charge by Ted Hughes

#### Overview:

Hughes centres on the feelings of one soldier as he goes 'over the top' to charge towards the enemy trenches. His initial feelings of patriotism are replaced as he charges with an overriding sense of fear.

Describes the terrifying experience of 'going over the top': fixing bayonets (long knives) to the end of rifles and leaving a trench to charge directly at the enemy.

Steps inside the body and mind of the speaker to show how this act transforms a soldier from a living thinking person into a dangerous weapon of war.

#### Key Quotations:

"In what cold clockwise of the stars and the nations was he the hand pointing that second?"

"King, honour, human dignity, etcetera  
Dropped like luxuries in a yelling alarm  
To get out of that blue crackling air  
His terror's touchy dynamite"



### 'The Charge of the Light Brigade' by Alfred Tennyson

#### Overview:

Published six weeks after a disastrous battle against the Russians in the (unpopular) Crimean War. The poem describes a cavalry charge against Russians who shoot at the lightly-armed British with cannon from three sides of a long valley. Of the 600 hundred who started the charge, over half were killed, injured or taken prisoner. It is a celebration of the men's courage and devotion to their country, symbols of the might of the British Empire

#### Key Quotations:

"Horse and hero fell"

"Theirs not to make reply  
Theirs not to reason why  
Theirs but to do and die"

"valley of Death"



#### Overview:

#### Exposure

The speaker describes war as a battle against the weather and conditions. Nature - perhaps God? - is presented as cruel as Man. Imagery of cold and warm may also reflect the feverish mind of a man dying from hypothermia making the poem immediate and visceral (to do with feelings) Owen wanted to draw attention to the suffering, monotony and futility of war. Owens had quickly become disillusioned with the war and his anger at the huge loss of life is clear in his poems. In this poem he concentrates on the horrific conditions in which the men lived for months on end.

#### Key Quotations:

"The merciless iced east winds that knife us"

"But nothing happens"

