

English Literature: Paper 1

Power and Conflict

Y11 Self-isolation work: Spring Term 1

w/c 11/01/21



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This booklet will teach you the final three poems of the anthology. Start a notes page for each new poem and keep your notes safe. Bring them to school with you when you return from isolating.

Lesson 1

LO: To understand the presentation of the power of nature in The Prelude

Task 1:

Read through the key vocabulary and concepts below.

Sublime: raised up, lofty but also strong feelings of emotion or brilliance

Autobiographical: a text or story that draws on the real events of a writer's life. From the Greek - *auto* self + *bios* life + *graphein* to write;

Prelude: an introductory action or event

Elfin: small and delicate, typically with a mischievous charm

Pinnace: a small boat

Craggy: rough and uneven

Willow: a type of tree; see picture above

(Ophelia: Shakespearean character tempted by a willow tree)

Solitude: alone or a lonely or uninhabited place



Task 2:

Read through the bullet points which introduce the poem.

- The poem was intended as the prologue to a long three-part epic and philosophical poem, *The Recluse*.
- But Wordsworth never finished the second poem. It is subtitled the Growth of a Poet's Mind; An Autobiographical Poem.
- This poem is an extract (or part) of the much longer poem.

Task 3:

Read the poem – follow this [link](#) for the poem (1799 version) and this [link](#) to listen/ watch it being read aloud.

Thinking question: If you think about this poem as an autobiography, what happens in the event being described?

Task 4:

Create a quick storyboard of the events described in the poem. Use the 6 steps below to help you. You should draw the storyboard on plain paper.

1. Title Box: The Prelude
2. The boy 'borrows' a boat and sets off, on a beautiful evening, rowing across a lake.
3. As he gets more confident, the boy decides to head further out down the lake.
4. Suddenly the boy sees a mountain in the distance and becomes afraid.
5. The boy hurries back, rowing quickly, and returns home.
6. Later the boy thinks about what he experienced and tries to make sense of it.

Task 5:

Read through the information below about the writer, William Wordsworth. Make notes (key information is in red).

- William Wordsworth was born in 7th April 1770 in Cockermouth, Cumberland, which is a part of the scenic region in north-western England known as the **Lake District**.
- It was his and Coleridge's collaborative work in the form of *The Lyrical Ballads* in 1798, which "launches" the **Romantic movement**. His work inspires younger writers like Percy Shelley.
- Wordsworth is considered as a nature's poet; nature is present throughout his poems. **For him nature was a supreme power**, which had the potential to provide one with peace and solace when he/she is in distress. This was partly a reaction against the Industrial Revolution.
- *The Prelude* is published in full after Wordsworth's death in 1850. **The Prelude presents** (according to Wordsworth) his views on **"man, nature and society"**.

Task 5: Aiming high

Research the phrase: *the sublime*. Read more about it below. Make notes.

- The word *sublime* is based on the Latin word *sublimis*, a compound of *sub-* "under; up to" and *limin* "threshold", so etymologically having the sense of "as high as the top of a door or window". It could literally mean "lofty; raised up" but also had a figurative sense in Latin of "brilliant, powerful, celebrated".
- The Sublime is a term used to describe Nature (often associated with The Romantics). It is when Nature displays a moment of sheer beauty but also evokes absolute terror, e.g., extreme acts of nature, such as storms, avalanches, tsunamis, hurricanes etc. The almighty power that Nature possesses leaves humans in awe. In these situations, Nature has the power to compel and destroy us

Discussion question: Are the Romantics right – do we often ignore our emotions when we want science to provide a clear answer? Aren't feelings as important as thinking rationally?

Task 6:

Read through each quote below. For each one, complete the following tasks.

- A) Write out the quote
- B) Draw a picture next to it
- C) Annotate each quote for its presentation of nature – consider: is nature a place of beauty and calm reflection, or a place that exerts a powerful and frightening force?

Quotes:

- *'Small circles glittering idly in the moon'*
- *'the grim shape / Towered up'*
- *'a huge peak, black and huge, / As if with voluntary power instinct, / Upreared its head'*
- *'huge and mighty forms, that do not live / Like living men, moved slowly through the mind'*

Task 7:

Write one or two sentences of thesis that explain what Wordsworth is suggesting about the power of nature in this poem.

In an extract from his poem, The Prelude, Wordsworth presents nature as...

Vocabulary: Romanticism, the Lake District, the sublime, autobiographical

Lesson 2:

LO: To understand the presentation of power in the poem My Last Duchess

Task 1:

Read through the key vocabulary and concepts below.



Jealous: adjective used from 1200, gelus, later jelus, "possessive and suspicious," originally in the context of romance, from Old French jalos/gelos.

Possessive: adjective used from 1550s from Middle French possessif (15c.) "relating to possession, possessive," often used in relationships

Sinister: used from 1400s, means "prompted by malice, intending to mislead," from Latin sinister "left, on the left side". Possibly because there was a widespread belief that birds flying from the left were bad luck.

Duchess - the wife or widow of a duke (rich nobleman)

Countenance: face

Earnest: honest, hard-working, keen

Durst: dares

Courtesy: politeness

Ranked: rated

Trifling: viewing as unimportant

Munificence: generosity, kindness

Ample Warrant: good enough reason

Dowry: the money given to a man by his wife's family

Task 2:

Create a mind-map for the title of the poem. Add ideas we might associated with *my* and *last*.

Aim high – Make a prediction about the poem.

Task 3:

Follow this [link](#) to read the poem and this [link](#) to watch the video which dramatises the poem. As you read/ listen, consider these three questions:

- What kind of man is speaking?
- Who is the man speaking to?
- Who are they talking about?

Task 4:

Read the statements below. For each one, decide whether you agree or disagree. Justify your decision.

- A. The Duke was jealous and angry about his wife's relationship with the artist, Fra Pandolf
- B. The Duke loved his wife very much.
- C. The Duke misses his wife.
- D. The Duke views his wife as an object, a piece of art, something he owns.
- E. The Duke loves his wife but hates the artist, Fra Pandolf.
- F. The Duke is arrogant.
- G. The Duke only feels secure if he has complete control.
- H. The only thing of importance to the Duke is his own name and status.

Task 5: Read through the contextual information below and make notes. The key information is in red.

- Although written in **1842** in Victorian England, the poem is set during the Italian Renaissance **1564** and appears to be based on real life, historical figures.
- The narrator is a representation of **Duke Alfonso II**, who ruled a place in northern Italy called Ferrara between 1559 and 1597. Alfonso's wife, **Lucrezia de' Medici**, who died in 1561 aged 17, only two years after he married her.
- The Duke then arranged to **marry the daughter** of the **Count of Tyrol**. As was customary at the time, the marriage was arranged between the Duke and a go-between.
- Robert Browning was the son of a wealthy bank clerk. He left the country and **went to Italy to marry fellow poet Elizabeth Barrett because of her over-protective father**. As a result they were both familiar with over controlling patriarchs in the family as well as Italy itself. In Victorian society, when a woman married they became the **property of their husband** and were seen as the "angel of the house".

Key question: Is this poem a criticism of Victorian attitudes towards women?

Task 6:

Find the following in the poem and write down the quotes. Use the line numbers to help.

- a. How the Duke describes the Duchess (*find key vocabulary*) 2, 8, 19, 22
- b. How the Duke sees himself (*highlight things he says about himself*) 1, 32-4
- c. What clues we are given about what has happened (*Highlight sections*) 14-15, 31-32

Key question: Why does the Duke prefer the painting to the Duchess living?

Task 7: UPLOAD TASK

Create a mind-map that explores power in this poem. Add quotes to support the big ideas.

Challenge – add your own big idea

Women have traditionally had very little power and freedom

Men can act in **sinister** and dangerous ways

Power in *My Last Duchess*

Wealth and status gives you extra power to control others

Art can be powerful

Men can be **jealous** and **possessive** in relationships

Lesson 3

LO: To understand the poem Tissue and how it presents different aspects of power

Task 1:

Create a mind-map for the title of the poem, *Tissue*. In this poem the writer uses tissue as a metaphor. A metaphor is where two ideas “cross over” to form a comparison.

Task 2:

Read through the key vocabulary and concepts below.

Fragility: Used to mean ‘morally weak’ from Latin frangere ‘to break’. Now means ‘liable to break’ – this usage dates from the mid 16th century.

Collage: A form of abstract art in which photos, newspaper clippings, are glued onto a surface, first used in 1919 by Wyndham Lewis, from French collage "a pasting," from Old French coller "to glue,"

Extended Metaphor: The repeated use of a single metaphor throughout a poem or story

The Koran: *this* is the central religious text of Islam, believed by Muslims to be a revelation from God (Allah), means 'the recitation', also romanized Qur'an

Sepia: Sepia is a reddish-brown color, named after the rich brown pigment derived from the ink sac of the common cuttlefish Sepia. It is a colour associated with antique photography.

Luminous: giving off light; bright or shining.

Monoliths: a large single upright block of stone, especially one shaped into or serving as a pillar or monument. Has a secondary/newer meaning to describe an organization that is slow to change.

Task 3:

Read through the information below which explains the etymology of the word 'tissue'. Add key ideas to your mind-map from Task 1. Consider the key question.

The word tissue comes from the Old French *tissu* 'woven' and from Latin *texere* 'to weave'. The word originally meant rich material, often interwoven with gold or silver threads, later (mid 16th century) any woven fabric, hence the notion of 'intricacy'.

The biological sense is first recorded 1831 and is borrowed from French. The meaning "piece of absorbent paper used as a handkerchief" is from 1929. Tissue-paper is from 1777, supposedly so called because it was made to be placed between tissues (fabric) to protect them.

Key Question: How are tissues similar to human tissue? Why is it interesting we use the same word for both?

Task 4:

Read through the information below about the writer, Imtiaz Dharker. Make notes.

- Imtiaz Dharker was **born in Pakistan**, and **moved to Glasgow**, Scotland, when she was one year old. She now divides her time between Wales, London and Mumbai.
- She has often described herself as being '**stateless**'.
- Her background and experience of different cultures provide the themes for her poetry: cultural identity, **exile, travel**, freedom and conflict.

Task 5:

Read the poem using this [link](#). Scroll down to where it says “Read the poem here”. You can also listen to the writer reading it aloud from the same webpage.

Task 6:

Look through the quotes below. For each, complete the following tasks.

- a) Draw a picture
 - b) Make a note exploring the meaning of the quote: how is paper presented? Is it powerful?
- Paper thinned by age or touching, the kind you find in well-used books, the back of the Koran, where a hand has written in the names and histories
 - Maps too. The sun shines through their borderlines
 - What was paid by credit card might fly our lives like paper kites

Challenge: raise a structure/ never meant to last

Task 7:

Create a ‘big ideas’ mind-map for this poem (look back to your My Last Duchess one for a reminder).

You should add each of the following ideas, plus a quote for each one.

- Human body
- Money
- Books e.g., the Koran
- Nature
- Governments
- Religion
- Architects and builders

Use the next page for help/ to add anything you have missed.

- Human body – fragile and impermanent (thinned by age)
- Money – controls human life (fly our lives like paper kites)
- Paper - has important role in holding human memories (turned transparent with attention)
- Nature - powerful, possibly damaging (a shift in the direction of the wind...)
- Governments – not as powerful as they think (the sun shines through the borderlines)
- Architects and builders - too confident (the shapes that pride can make)
- God - (the light shine through, grand design)

Lesson 4

You have now completed all the poems in the anthology. During this lesson, work through the revision activities in order.

- 1. Start with any of the three poems. Read through the poem's section on the knowledge organiser (p.14)**
- 2. Watch the video for your chosen poem. Make notes.**
 - Tissue: <https://www.youtube.com/watch?v=wVjZpi9lkcl>
 - My Last Duchess: https://www.youtube.com/watch?v=T9h_csKEwxg
 - The Prelude: <https://www.youtube.com/watch?v=5g3l1E1gHiM>
- 3. Create a knowledge dump for the poem. Then, use the knowledge organiser to add anything you have missed in a different colour pen.**

My Last Duchess - **Robert Browning** heard the story of Duke Alfonso II, who ruled a place in northern Italy called Ferrara, whose wife, Lucrezia de' Medici, who died in 1561 aged 17, only two years after he married her. Browning was aware of the changing role of women in the society he was living in. No longer the "angel of the house" – start of the Suffragette movement. When a woman married they became the property of their husband.

Key vocabulary: Jealous, Possessive, Sinister, Monologue, Irony, Archaic

Narrator who uses possessive pronouns (my)

Symbolism of painting, statue – elaborate display of wealth and power.

Words connected to control (I gave commands)

Arrogance and Status: "as if she ranked my gift of a nine-hundred-years-old name with anybody's gift", "Neptune...taming a sea horse." Flamboyant language: adds to the Duke's authority and status.

Use of blazon to 'deconstruct' the Duchess and attempt to gain power and control over her.

Words connected to innocence (the white mule, cherries)

Dramatic monologue: reflects the Duke's power; you are put in the position of the visitor

Enjambment (out of control) and Rhyme scheme (controlled)

Tissue - **Imtiaz Dharker** was born in Pakistan, and moved to Glasgow, Scotland, when she was one year old. She now divides her time between Wales, London and Mumbai. She has often described herself as being 'stateless'. Her background and experience of different cultures provide the themes for her poetry: cultural identity, exile, travel, freedom and conflict.

Key vocabulary: Fragility, Collage, Extended Metaphor

Metaphor of paper (tissue) and possible uses: religious texts – Koran, maps, slips, receipts, even buildings

Words that suggest solidity and certainty – (where a hand has written in the names and histories)

Words that suggest change, fragility and impermanence – (raise a structure never meant to last)

Power of God (the light shine through, grand design), powerlessness of humans (fly our lives like paper kites)

Paper and memories (turned transparent with attention)

Nature is powerful (the sun shines through the borderlines...)

Architects and builders are too confident (the shapes that pride can make)

Use of collage to make connections – like paper, like life?

Final stanza different length – a focus, No regular rhyme or rhythm – fluttering, Use of enjambment – flowing

Extract from, The Prelude – **William Wordsworth** is a key poet of the Romantic movement. For him Nature was a supreme power, which had the potential to provide one with peace and solace when he/she is in distress. This was partly a reaction against the Industrial Revolution. The Prelude presents (according to Wordsworth) his views on "man, nature and society". Romantics believe poetry is the expression of the poet's inner feelings and best written when the poet is alone with nature.

Key vocabulary: Sublime, Autobiographical, Personification, Enjambment, Euphony, Cacophony

Nature as beautiful '*Small circles glittering idly in the moon*' and dangerous '*the grim shape/ Towered up*'

Man can only imitate the beauty and elegance of nature – simile "*went through the water like a swan.*"

Personification of nature as threatening, omnipotent force "*a huge peak, black and huge*", "*upreared its head*", "*like a living thing strode after me.*"

Impact of the memory: '*a trouble to my dreams*' '*there hung a darkness.*'

Narrative/autobiographical poem – begins in euphony (pleasant sounding), ends in cacophony (harsh sounds) to reflect experience. Shift in approach to rowing – "*like one who rows, proud of his skill*", "*with trembling oars I turned*"

No breaks and use of enjambment – the journey on the river mirrors the journey of reflection.