

English Literature: Paper 1

Power and Conflict – Power Poems Revision

Y11 Self-isolation work: Spring Term 1

w/c 18/01/21



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This booklet will guide you through revision of the Power and Conflict poems. Keep all of your work safe. Bring it to school with you when you return from isolating.

Lesson 1

Task 1:

Turn a piece of paper landscape and create a grid with four columns. Put each of the following themes in the columns. See below for help.

- Power of nature
- Power of humans
- Pride
- Identity

Power of nature	Power of humans	Identity	Pride

Task 2:

Look at the 8 power poems in the contents box on p.1. Jot down the names of the poems into the appropriate columns on your grid. Note – Poems can fit into more than one column!

Change colour pen to add your explanation – HOW is power presented in the poems?

Task 3:

Check below to see if you agreed on the type of power addressed in each poem. Add any missing ideas.

Power of nature	Power of humans	Identity	Pride
<p>Storm on the island - Nature can be benevolent, but is ultimately more powerful than humans and can threaten them. Exposure - Nature is personified as being an additional enemy of the soldiers.</p>	<p>London - Frustration over the misuse of power and the inability of the average person to overcome powerful institutions.</p> <p>Ozymandias - King had power over others, but misused it. He does not have power over time or nature – nobody does.</p>	<p>Emigree - Narrator is clinging onto her identity through refusing to move on (mentally/emotionally) from the place she grew up. This causes tension between her and the inhabitants of the place she has moved to.</p> <p>Kamikaze - Explores how national identity influences individual actions and day to day life – whole family and community turn on an individual due to national beliefs.</p>	<p>My Last Duchess - The Duke's pride and ego made him a controlling husband who kills his wife. At the end – possibly has a statue made of him as Neptune taming a seahorse – he hasn't learnt anything and is still arrogant.</p> <p>Checkin' Out Me History - The narrator is proud of his people's history. He is trying to reclaim some pride after being 'blind' to his identity/the accomplishments of black heroes.</p>

Task 4: Comparing the power of nature

Create a notes page for each poem. As you complete the next tasks, add to your notes pages.

Task 5:

- Watch these two revision videos for [Storm on the island](#) and [Exposure](#).
- Re-read the poems using these links:

[Storm on the Island](#)

[Exposure](#)

Task 6:

Read through the information below about both poems. Add to your notes page for each as you go.

Exposure	Ideas and quotes
<p>Writer: Wilfred Owen Themes: Conflict, Suffering, Nature, Reality of War, Patriotism Tone: Tragic, Haunting, Dreamy</p>	<p>Nature as a violent enemy “merciless iced east winds that knife us”</p> <ul style="list-style-type: none">- Emotive adjective “merciless”, personification of the weather, violent verb – emphasises the soldiers as vulnerable in the face of the merciless weather. Metaphor for the suffering of the soldiers as a result of the careless governments who sent them there? <p>Soldiers suffering as a result of false optimism covering the realities of war “love of God is dying” “but nothing happens”</p> <ul style="list-style-type: none">- Soldiers become increasingly pessimistic, hopeless and helpless. Lose their faith in God. Waiting for death. Refrain “nothing happens” emphasises the gradual loss of hope, tragic deaths, futility of war
<p>Content, Meaning and Purpose -Speaker describes war as a battle against the weather and conditions. -Imagery of cold and warm reflect the delusional mind of a man dying from hypothermia. -Owen wanted to draw attention to the suffering, monotony and futility of war.</p>	
<p>Context -Written in 1917 before Owen went on to win the Military Cross for bravery, and was then killed in battle in 1918: the poem has authenticity as it is written by an actual soldier. - Of his work, Owen said: “My theme is war and the pity of war”. -Despite highlighting the tragedy of war and mistakes of senior commanders, he had a deep sense of duty: “not loath, we lie out here” shows that he was not bitter about his suffering.</p>	

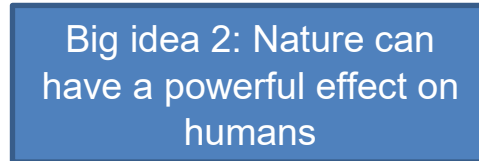
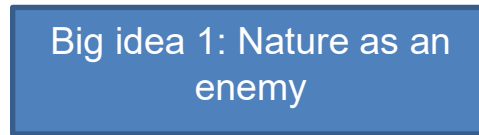
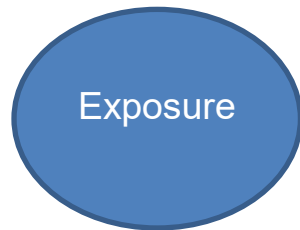
<p>Storm on the Island</p>	<p>Ideas and quotes</p>
<p>Storm on the Island: Seamus Heaney Themes: Power of Nature, Fear Tone: Dark, Violent, Anecdotal</p>	<p>Although humans can prepare for danger, nature ultimately more powerful “we are prepared, we build our houses squat”</p>
<p>Content, Meaning and Purpose - The narrator describes how a rural island community prepared for a coming storm, and how they were confident in their preparations. -When the storm hits, they are shocked by its power: its violent sights and sounds are described, using the metaphor of war. -The final line of the poem reveals their fear of nature’s power</p>	<ul style="list-style-type: none"> - Confidence of ‘prepared’ and ‘squat’. Communities can be strong together, strength and safety in human response
<p>Context - Seamus Heaney was Northern Irish, he died in 2013. -This poem was published in 1966 at the start of ‘The Troubles’ in Northern Ireland: a period of deep unrest and violence between those who wanted to remain part of the UK and those who wanted to become part of Ireland. -The first eight letters of the title spell ‘Stormont’: this is the name of Northern Ireland’s parliament. The poem might be a metaphor for the political storm that was building in the country at the time.</p>	<p>Nature as unpredictable enemy “spits like a tame cat turned savage”</p> <ul style="list-style-type: none"> - Simile suggests the storm is unpredictable. Adjective ‘savage’ captures the aggression of the storm. Merciless attack on the humans

Task 7: Create a big idea mind-map diagram (see below) comparing the effects of nature in the two poems. Include:

Methods (language, structure, tone)

Key quotes (look back at the grids)

Big ideas (nature as powerful, dangerous, enemy)



Lesson 2

Task 1: Comparing the power of humans

Create a notes page for each poem. As you complete the next tasks, add to your notes pages.

Task 2:

- a) Watch these two revision videos for [Ozymandias](#) and [London](#).
- b) Re-read the poems using these links:

[Ozymandias](#)

[London](#)

Task 3:

Read through the information below about both poems. Add to your notes page for each as you go.

Ozymandias	Ideas and quotes
<p>Writer: Percy Shelly Bryce Themes: Power of Nature, Pride, Arrogance, Power, Decay Tone: Ironic, rebellious</p>	<p>Humans can abuse power - aggressive and arrogant king:</p> <ul style="list-style-type: none">- Harsh alliterative sounds to capture the king's cruelty "sneer of cold command... hand that mocked them"- Brutal treatment of his subjects: "Look on my works, ye Mighty, and despair" – possessive 'my', superlative 'king of kings'. <p>Nothing can have power forever except time and nature:</p> <ul style="list-style-type: none">- Semantic field of destruction to show great power has been destroyed: "trunkless...sunk... shattered... lifeless...wreck'- Nothing can outlive time - boundless and bare, the lone and level sands stretch far away
<p>Content, Meaning and Purpose</p> <p>-The narrator meets a traveller who tells him about a decayed stature that he saw in a desert.</p> <p>-The statue was of a long forgotten ancient King: the arrogant Ozymandias, 'king of kings.'</p> <p>-The poem is ironic and one big metaphor: Human power is only temporary – the statue now lays crumbled in the sand, and even the most powerful human creations cannot resist the power of nature.</p>	
<p>Context</p> <p>-Shelley was a poet of the 'Romantic period' (late 1700s and early 1800s). Romantic poets were interested in emotion and the power of nature.</p> <p>-Shelley also disliked the concept of a monarchy and the oppression of ordinary people.</p> <p>-He had been inspired by the French revolution – when the French monarchy was overthrown.</p>	

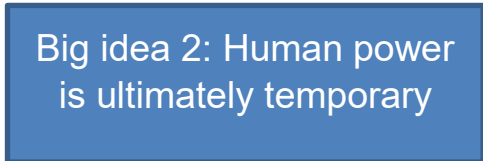
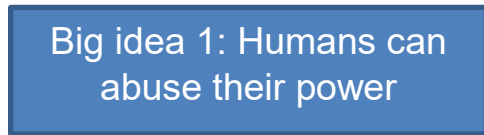
<p>London</p>	<p>Ideas and quotes</p>
<p>Writer: William Blake Themes: Power, Inequality, Loss, Anger, Hopelessness Tone: Angry, dark, rebellious</p>	<p>Humans can abuse power – church, monarchy, rich have power over the vulnerable:</p> <ul style="list-style-type: none"> - “chartered” streets, “mind-forged manacles” imagery of control - “blackning church” literal blackening because of the industrial revolution, morally corrupt churches not helping the poor
<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> - The narrator is describing a walk around London and how he is saddened by the sights and sounds of poverty. -The poem also addresses the loss of innocence and the determinism of inequality: how new-born infants are born into poverty. -The poem uses rhetoric (persuasive techniques) to convince the reader that the people in power (landowners, Church, Government) are to blame for this inequality. 	<p>Hopelessness of the vulnerable:</p> <ul style="list-style-type: none"> - “hapless soldier’s sigh runs in blood down palace walls” – monarchy abuse soldiers who fight and die for them, they are helpless - “newborn infant’s tear” women and children are abused/ victims of the power of the rich
<p>Context</p> <ul style="list-style-type: none"> -The poem was published in 1794, and time of great poverty is many parts of London. -William Blake was an English poet and artist. Much of his work was influenced by his radical political views: he believed in social and racial equality. -This poem is part of the ‘Songs of Experience’ collection, which focuses on how innocence is lost and society is corrupt. -He also questioned the teachings of the Church and the decisions of Government. 	

Task 4: Create a big idea mind-map diagram (see below) comparing the effects of power in the two poems. Include:

Methods (language, structure, tone)

Key quotes (look back at the grids)

Big ideas (nature as powerful, dangerous, enemy)



Task 5:

Write a thesis and opening paragraph addressing the question

How do the writers of Ozymandias and London present ideas about power?

In both poems Ozymandias and London..... (use big ideas 1 and 2)

Firstly, in Ozymandias, the ruler is presented as..... suggested in the quote “ “ The word “ “ implies..... Overall power is shown to be something that humans abuse.

This is similar to the poem London when.....

Lesson 3

Task 1: Comparing the conflict of identity

Create a notes page for each poem. As you complete the next tasks, add to your notes pages.

Task 2:

- a) Watch these two revision videos for [Kamikaze](#) and [The Emigree](#).
- b) Re-read the poems using these links:

[Kamikaze](#)

[The Emigree](#)

Task 3:

Read through the information below about both poems. Add to your notes page for each as you go.

Kamikaze	Ideas and quotes
<p>Writer: Beatrice Garland Themes: Conflict, Power, Patriotism, Shame, Nature, Childhood Tone: Sorrowful, Pitiful</p>	<p>Dangers of conforming to cultural identity (Japanese kamikaze pilot expectations - shame)</p> <ul style="list-style-type: none">- Pride causes the family/ society to ostracise the soldier “my mother never spoke again in his presence” <p>Power of place/ memory/ identity</p> <ul style="list-style-type: none">- “little fishing boats strung out like bunting” – nature as beautiful and idyllic- “remembered how he and his brothers waiting on the shore...” - nature causes the soldier to reflect on his childhood and ultimately change his mind about dying
<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none">- In World War 2, Japanese Kamikaze pilots would fly manned missiles into targets such as ships.-This poem explores a kamikaze pilot’s journey towards battle, his decision to return, and how he is shunned when he returns home.-As he looks down at the sea, the beauty of nature and memories of childhood make him decide to turn back.	
<p>Context</p> <ul style="list-style-type: none">- Cowardice or surrender was a great shame in wartime Japan.-To surrender meant shame for you and your family, and rejection by society: “he must have wondered which had been the better way to die”.	

The Emigree	Ideas and quotes
<p>Writer: Carol Rumens</p> <p>Themes: Conflict, Power, Identity, Protest, Bravery, Childhood</p> <p>Tone: Mournful, Defiant, Nostalgic</p>	<p>Power of place/ memory/ identity</p> <ul style="list-style-type: none"> - “it may be sick with tyrants but I am branded by an impression of sunlight” – her positive memories cannot be erased, power of place and memory, proud of her home city <p>Pain at being unable to return to her city/ loss of identity</p> <ul style="list-style-type: none"> - “I have no passport, there’s no way back at all” – barrier to her home, cannot return - But the memories stay with her “my city comes to me in its own white plane”
<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> - ‘Emigree’ – a female who is forced to leave their county for political or social reasons. -The speaker describes her memories of a home city that she was forced to flee. The city is now “sick with tyrants”. -Despite the cities problems, her positive memories of the place cannot be extinguished. 	
<p>Context</p> <ul style="list-style-type: none"> - Emigree was published in 1993. The home country of the speaker is not revealed – this ambiguity gives the poem a timeless relevance. -Increasingly relevant to many people in current world climate 	

Task 4:

Compare how the poet presents identity in Kamikaze and one other poem from the anthology (The Emigree).

Big ideas:

1. Cultural identity is important
2. Identity can be taken away

Write your thesis and first comparison paragraph.

Your paragraph should include:

- 1st Comparison – big idea 1 (both poems)
- Quote (poem 1)
- Explain
- Key word analysis
- Alternative interpretation
- Writer's ideas
- Themes
- Context

Then, do the same again for poem 2.

Lesson 4

Task 1: Comparing the presentation of pride

Create a notes page for each poem. As you complete the next tasks, add to your notes pages.

Task 2:

- a) Watch these two revision videos for [My Last Duchess](#) and [Checkin' Out Me History](#).
- b) Re-read the poems using these links:

[My Last Duchess](#)

[Checkin' Out Me History](#)

Task 3:

Read through the information below about both poems. Add to your notes page for each as you go.

My Last Duchess	Ideas and quotes
<p>Writer: Robert Browning Themes: Power, Pride, Control, Jealousy, Status Tone: Sinister, Bitter, Angry</p>	<p>Dangers of pride - Imagery of control</p> <ul style="list-style-type: none">- “my” “last” “none puts by the curtain I have drawn for you but I” “I gave commands; then all smiles stopped”- Results in his loneliness; only way to control her is to end her life; stuck in a cycle of jealousy demonstrated by the image of Neptune taming a seahorse in the final lines <p>Structure imitates meaning (male voice vs silenced female voice)</p> <ul style="list-style-type: none">- Dramatic monologue – we only hear the Duke’s voice, the Duchess’ voice has been excluded/silenced
<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none">-The Duke is showing a visitor around his large art collection and proudly points out a portrait of his last wife, who is now dead. He reveals that he was annoyed by her over-friendly and flirtatious behaviour.-He can finally control her by objectifying her and showing her portrait to visitors when he chooses.- He is now alone as a result of his need for control.-The visitor has come to arrange the Duke’s next marriage, and the Duke’s story is a subtle warning about how he expects his next wife to behave.	
<p>Context</p> <p>Browning was a British poet, and lived in Italy. The poem was published in 1842.</p> <ul style="list-style-type: none">-Browning may have been inspired by the story of an Italian Duke (Duke of Ferrara): his wife died in suspicious circumstances and it was rumoured that she had been poisoned.	

Checkin' Out Me History	Ideas and quotes
<p>Writer: John Agard Themes: Power, Protest, Identity, Childhood Tone: Defiant, Angry, Rebellious, Cynical</p>	<p>Black history has been excluded/ silenced in Eurocentric school curriculum – italics represent black history that has been excluded – voice critical of this exclusion and seeks to address the imbalance by exploring important black historical figures and their achievements “Toussaint” “Nanny de maroon” “Mary Seacole”</p> <p>Hope symbolised by light imagery/ courage of black historical figures</p> <ul style="list-style-type: none"> - “fire woman” - “healing star” - “yellow sunrise”
<p>Content, Meaning and Purpose -Represents the voice of a man from the Caribbean colony of British Guiana, who was frustrated by the Eurocentric history curriculum that he was taught at school – which paid little attention to black history. -Black history is in italics to emphasise its separateness and to stress its importance..</p>	
<p>Context -John Agard was born in the Caribbean in 1949 and moved to the UK in the 1970s. -His poetry challenge racism and prejudice. -This poem may, to some extent, have achieved its purpose: in 2016, a statue was erected in London in honour of Mary Seacole, one of the subjects of the poem.</p>	

Task 4: UPLOAD TASK – TAKE A PICTURE OF YOUR ESSAY/ WRITE IT ON A WORD DOC AND UPLOAD TO CLASSCHARTS

Look at the essay question below.

Compare how the poet presents power in London and another poem of your choice.

Write it at the top of a clean piece of paper.

- a) Create a 'big ideas' plan for this question
- b) Write up your answer (50 minutes)

Big ideas:

1. Humans can abuse their power
 - Link idea to Poem 1 (who has power in London? Who is powerless? What are the consequences of power?)
 - Evidence (Quote to support point above)
 - Explore/ analyse language/ link to structure

 - Link to Poem 2
 - As above

2. Human power is ultimately temporary
As above

In both London and

Firstly, it is suggested that humans can abuse their power in London when.....

In the image of “ “ it is implied that....

This is similar to the poem When.....

Power Poems: Knowledge Organiser

Possible questions: Ideas about power, Attitudes to power, Control, Memory, Nature

Ozymandias - **Percy Bysshe Shelley** is inspired by discovery of the remains of a statue of Ramesses II. Ozymandias is one of the names for Pharaoh Ramesses II. This Pharaoh was a great, powerful ruler of ancient Egypt, but now 'nothing beside remains'. Shelley immortalised Ozymandias as a symbol of tyranny. Shelley was an atheist and accuses the monarchy of having no true human emotion.

Key vocabulary: Arrogance, Criticise, Tyrannical, Sonnet, Corruption, Transitory

Impressive size (mirroring ego): "vast", "King of Kings", "colossal"

Semantic field of destruction to show great power has been destroyed: "trunkless...sunk... shattered... lifeless...wreck.!"

Aggressive alliterative description of Ramses "sneer of cold command... hand that mocked them"

Arrogance of the king: "Look on **my** works, ye Mighty, and despair" – possessive 'my', superlative 'king of kings'.

Perhaps art survives (sculptor): "tell that its sculptor well those passions read"

Corrupted Sonnet Form – challenge to authority, reflects the crumbling structure of statue.

Nothing can outlive time - boundless and bare, the lone and level sands stretch far away

London – **William Blake** was a radical thinker with political views that were unusual at the time. While a Christian, he rejected established religion and was against oppression by Church and state. Blake lived in and experienced in London, and saw around him the poverty and social problems caused by the Industrial Revolution. The four stanzas offer a glimpses of the city, snapshots seen during his "wander thro" the streets.

Key vocabulary: Chartered, Romanticism, Innocence, Experience, Decay

Language of business/control - "chartered street", "chartered Thames", the repetition reinforces control. Man is even attempting to control nature.

Metaphors of suffering - 'mind-forged manacles' - oppression

Those in power refuse to acknowledge or support those in poverty. London as corrupted "black'ning church". Images of unfeeling power: "the hapless soldier's sigh runs in blood down palace walls"

Negative and painful words: "weakness", "woe", "cry", "fear", "appals", "blood", "blights", "plagues" and "hearse"

Oxymoronic 'marriage hearse'

Repetition "marks of weakness, marks of woe" as if citizens have been branded. 'Every' – scale of suffering.

There is a strict rhythm and abab rhyme scheme in each of the four stanzas to emphasise control.

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.

Storm on the Island - **Seamus Heaney** was born in Northern Ireland in 1939, the eldest child in what was to become a family of nine children. His father was a farmer. Much of Heaney's poetry is centered on the countryside and farm life that he knew as a boy. His work also explored the Troubles – the war in Northern Ireland – from the 1970s onwards.

Key vocabulary: Semantic field, Monosyllabic, Sibilance

Violent or even military force of nature – ‘strafes invisibly’ ‘space is a salvo’ ‘we are bombarded’ ‘exploding’
The safety and strength of the human response – “we are prepared: we build our houses squat”

The threat and fear the storm brings – ‘leaves and branches can raise a tragic chorus in a gale’

The unpredictable power of nature – ‘spits like a tame cat turned savage’

Symbol of the island - chaos of Ireland, Stormont?

blank verse or iambic pentameter – carefully built to mirror islanders’ preparations

In The Emigree by **Carol Rumens** she explores the impact of moving away from a homeland because of war or political reasons. Rumens was born in London and is not a migrant herself. She possibly uses the French form in the title to offer a more sympathetic view of the migrant experience than would be suggested by migrant or refugee.

Key vocabulary: Immigrant, Ambiguous, Nostalgia

Light and Dark (repetition of sunlight/being dark),

Protective of identity: “child’s vocabulary...like a hollow doll.” “original view, the bright, filled paperweight.”
“branded by sunlight.”

Cultural conflict in new country: third person pronoun ‘they’ separates the Emigree from others. Conflict in old and new identity.

Personification shows idealised view of the city: ‘my city comes to me in its own white plane’

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

Checking Out Me History - **John Agard** was born in British Guiana (now called Guyana) in the Caribbean, in 1949. He moved to the UK in the late 1970s and is well known for powerful and fun performances of his work. Agard had to follow a history curriculum biased towards whites, especially British whites, so that he learned about mythical, nursery rhyme characters instead of black people from the past.

Key vocabulary: Curriculum, Empire, Decolonisation

Two structures, marked by two different fonts, Italics show history that is omitted – Toussaint Overture, Nanny de Maroon, Mary Seacole, Shaka the Zulu. Either conflict between white history and black history, or Agard includes them side-by-side to demonstrate equal value/worth.

Use of phonetic spelling and creole (“Dem”) to demonstrate strong cultural identity, Direct political message: ‘I carving out my own identity’.

Metaphors connected with nature, Imagery of light – ‘a yellow sunrise to the dying’ to describe Mary Seacole – reveals power of black figures, sometimes juxtaposed with white history alongside nursery rhymes (less important)

The repeated phrase “Dem tell me” shows divide in society and lack of equality ‘Bandage up me eye...’

Exposure by **Wilfred Owen** based on his own experience of the brutally cold winter of 1917 in the trenches in WW1. It is an ‘exposure’ of the optimism of 1914, seen in songs such as Novello’s Keep The Home Fires Burning but also to the weather which was killing them. Owen was to die in conflict shortly before the end of the war.

Use of collective pronouns “our” and “we”

Weather as the enemy “Dawn massing in the east her melancholy army’

War as waiting “but nothing happens” repetition emphasises the boredom

Contrast with the warmth of home “glimpsing the sunk fires, glozed with crusted dark-red jewels’ – feeling of warmth is a symptom of hypothermia

Rhetorical questions “Is it that we are dying?”

Half-rhyme in this poem (it is nearly ABBAC)

Sibilance [repeated s sound] in stanza four (“Sudden successive flights of bullets streak the silence”)