



Power & Conflict

Important concepts

- Race
- Culture
- History
- Memory
- Objectification
- Gender
- Patriotism
- Humanity
- Spirituality
- Community

Tasks

- Create a mind map for each poem, recording everything you know about the language, form, structure and context.
- Create a mind map for each theme, stretching yourself to make links between as many different poems, themes and concepts as possible.



<p>Power of Humans</p> <p>Humans often misuse power to benefit themselves rather than others, and a misuse of power can get lead to pain or death. Humans are often proved to be less powerful than nature.</p>	<p>Power of Nature</p> <p>Nature is a powerful force that can cause suffering and destruction. It is often personified to describe its effect in human terms. Nature has the power to change humans and affect their decisions.</p>	<p>Effects of Conflict</p> <p>Conflict causes both physical and psychological injury, and death. Even people not directly involved in the fighting can be effected by conflict.</p>	<p>Reality of Conflict</p> <p>Poems set in the heat of the battle create vivid pictures of the sights, sounds and emotions. Poems set after the battle are more detached from the reality.</p>	<p>Vocabulary:</p> <p>Can you test yourself on the definition of each word?</p>
<p>Loss and Absence</p> <p>People experience loss when they are separated from someone or something they love. An absence of hope can leave to negativity and despair.</p>	<p>Memory</p> <p>Memories can be powerful, particularly memories of negative or difficult experiences. Memories contain specific, personal details which give them a unique power.</p>	<p>Identity</p> <p>Belonging to a family is an important part of human identity, like in Poppies. National identity and patriotism can have powerful effects on people, particularly in war, as in Kamikaze, where patriotism is an 'incantation'.</p>	<p>Individual Experiences</p> <p>Conflicts can involve thousands of people, but everyone involved has their own experience of it. Focusing on individuals allows the poet to present a place, action or event from a specific point of view.</p>	<p>Patriotism</p>
<p>Negative Emotions – Fear</p> <p>Fear is often experienced in response to uncontrollable forces, such as nature or war. In The Prelude and Storm on the Island, speakers feel nature they cannot control, see or understand.</p>	<p>Negative Emotions – Guilt</p> <p>Guilt is often associated with conflict, either because of actions committed in war, or because of being able to escape a war that other people cannot. Remains and War Photographer demonstrate contrasting types of guilt.</p>	<p>Negative Emotions – Pride</p> <p>Pride is linked to power, and often leads to a misuse of that power. Too much pride can lead to arrogance, like in Ozymandias, and My Last Duchess, where the Duke's pride leads to the eventual murder of his wife.</p>	<p>Negative Emotions – Anger</p> <p>Some poems express anger which stems from hurtful experiences or mistreatment. In London and Checking Out Me History, anger is directed at society.</p>	<p>Futile</p>
				<p>Monotonous</p>
				<p>Critical/Criticise</p>
				<p>Jingoistic</p>
				<p>Harrowing</p>
				<p>Haunting</p>
				<p>Evaluate</p>
				<p>Subservient</p>
				<p>Squalor</p>
				<p>Transient</p>
				<p>Hostile</p>
				<p>Hubris</p>
				<p>Sublime</p>

<p style="text-align: center;">Storm on the Island Seamus Heaney (1939-2013)</p> <ul style="list-style-type: none"> • Heaney describes the extreme force of nature and the impact that the elements have on island life. • Heaney’s lifespan stretched over the Northern Irish Troubles (1968-1989), and the violent, warlike imagery could indicate the effects of the war on the on rural communities. • Heaney’s use of the collective personal pronoun ‘we’ indicates solidarity against an unnamed ‘them’ – but does he mean in the face of nature, or war? 	<p style="text-align: center;">Charge of the Light Brigade Alfred Lord Tennyson (1809-1892)</p> <ul style="list-style-type: none"> • Tennyson describes a disastrous battle between the British and Russian forces during the Crimean War (1853 -1856) • The poem is a tribute to the men who died in the battle it describes. His tone shows pride and Tennyson celebrates the bravery and sacrifice of the Soldiers. • The form of the poem emphasizes the jingoistic tone, through r rhyming couplets and the regular, relentless rhythm. Yet, the broken rhyme scheme might hint at the chaos of war. 	<p style="text-align: center;">Bayonet Charge Ted Hughes (1930-1998)</p> <ul style="list-style-type: none"> • The poem focusses on a single soldier’s experience of a charge towards enemy lines, describing his thoughts and actions as he tries to stay alive. • The soldier’s fear replaces his patriotic ideals which he held before the violence began. • Hughes questions the idea of blind patriotism as the soldier questions what his purpose in the war really is. • Hughes uses the extended metaphor of the clock to refer to the soldier as part of a machine which doesn’t care for individuals. 	<p style="text-align: center;">War Photographer Carol Ann Duffy (b.955)</p> <ul style="list-style-type: none"> • Duffy describes a photographer in his dark room as he develops pictures he has taken in war xones. • As a photo develops, the photographer is filled with horror as he remembers the death of the man, and the cries of his wife. • Duffy uses powerful imagery and contrasts to explore how the wider world and the media is detached from the reality of conflicts. • The references to religion make it sound as if the photographer is a priest conducting is a funeral.
<p style="text-align: center;">Checking Out Me History John Agard (b.1949)</p> <ul style="list-style-type: none"> • At school, Agard was taught about British history, but not about his Caribbean roots. Agard mocks comical British fairytales in comparison to famous figures from other cultures, questioning why he wasn’t taught about them. • Agard feels ‘blinded’ to his identity through a lack of education on his heritage. He decides to carve out his own identity. 	<p style="text-align: center;">Extract from The Prelude William Wordsworth (1770-1850)</p> <ul style="list-style-type: none"> • Part of the Romantic Movement • The speaker confronts the difference between the human and the non-human world. • The speaker’s view of nature changes after seeing a huge mountain appear on the horizon. • The first person narrative and black verse (no rhyme and regular rhythm) makes this poem seem personal and serious. 	<p style="text-align: center;">Exposure Wilfred Owen (1893-1918)</p> <ul style="list-style-type: none"> • In the poem, the real enemy is nature, and the monotony of life as the soldiers wait in freezing conditions for battle. • Owen’s own experiences of shell shock (PSTD) are reflected in the fear of the soldiers’ when they imagine returning home, and being outcast by society. • The regularity of the structure, metre and rhyme scheme signals the boredom and suffering of day-to- day trench life. 	<p style="text-align: center;">Remains Simon Armitage (b.1963)</p> <ul style="list-style-type: none"> • . The speaker is haunted by his memories of Iraq and the guilt he feels. • While the poem begins with a nonchalant tone, it turns into a graphic description of a man’s death, demonstrating how the soldier was desensitized to violence. • The colloquial language sounds like someone telling a story, but also trivializes the man's death.
<p style="text-align: center;">London William Blake (1757-1827)</p> <ul style="list-style-type: none"> • The narrator walks around the city of London, where everyone is affected by misery and despair. • Blake suggests that institutions such as the Church and the monarchy and wealthy landowners are riddled with hypocrisy, as money is spent on themselves rather than improving the lives of the poor. • The poem’s emotive language and repetition demonstrates how angry Blake is with those in power. 	<p style="text-align: center;">Ozymandias Percy Bysshe Shelley (1792-1822)</p> <ul style="list-style-type: none"> • The narrator tells a story about meeting a traveler who told him about a statue of an ancient king standing in the desert. • Despite Ozymandias’ boasts of his power, his statue has crumbled away, so only the ruins remain. • Shelley uses irony throughout the poem to demonstrate his hatred of oppression and his belief that it is possible to overturn social and political order. 	<p style="text-align: center;">My Last Duchess Robert Browning (1812-1889)</p> <ul style="list-style-type: none"> • The Duke points out a portrait of his dead wife, the Duchess, to a visitor. At the end of the poem, we learn that the Duke is organizing a new marriage. • He reveals that her flirtatious behavior angered him, and hints that he took steps to have her murdered. • The portrait is a symbol of the objectification which women experience through marriage, and the Duke sees her as another of his possessions to be admired. 	<p style="text-align: center;">Kamikaze Beatrice Garland (b.1938)</p> <ul style="list-style-type: none"> • A daughter recounts the story of her father, a Kamikaze pilot. Unlike his comrades, the pilot turns back and returns home. The poem shows the consequences of this decision and the shame the pilot experiences on his return home. • The similes, metaphors and detailed descriptions emphasize the beauty of nature, which convinces the pilot to return home. • The direct speech of the daughter emphasizes the impact of war on families.