

KNOWLEDGE ORGANISER: Power and Conflict (Cluster 2)

	Extract from 'The Prelude' William Wordsworth	Storm on the Island Seamus Heaney	The Emigrée Carol Rumens	Checking Out Me History John Agard	Poppies Jane Weir
What it's about	As a teenager, Wordsworth steals a boat at night and rows it out onto a lake. He feels confident and peaceful until a mountain looms over the horizon. He races home and feels in a much darker mood.	People living on an island prepare for a storm and fear how brutal it could be. Nature can quickly change from being calm to fierce.	The speaker is an emigrant who has been forced to leave her home city (possibly due to war). She still feels a strong connection with her home and keeps it alive in her memory. Her home is part of her identity.	Agard feels like he does not fully understand his own identity because he only learns about white history in school.	The speaker is a mother whose child is leaving home to join the army. She wants to protect him but has to accept he has grown up, so she thinks about the past but hides how upset she is.
The poet's deeper ideas	Wordsworth explores how man is powerless and insignificant compared to nature. Nature can have complete control over our state of mind and can change quickly to overwhelm or even destroy us. He also explores how humans can be controlled by fear.	Heaney illustrates the unpredictability of nature's power and how it can create fear in the human mind. The weather in the poem could also represent the threat of war or other things that create terror. Heaney explores how this fear can control us.	Rumens explores the connection between a person's heritage and their identity, which can create feelings of pride but also internal conflict for someone far from home. She reflects how people can be oppressed due to their identity. She also conveys the positive power of memory.	Agard highlights the connection between a person's heritage and their identity and how this can be a source of pride, while also creating internal conflict for someone who feels separated from their heritage. He celebrates the idea of rebelling against oppression.	Weir explores the internal conflict that can exist within a parent as they have a duty to protect their child but also to set them free when they reach adulthood. She highlights how difficult it can be to cope with feelings of loss, but that some happiness can be found in positive memories.
Language Methods	<ul style="list-style-type: none"> •Light imagery (e.g. 'small circles glittering', 'sparkling light', 'stars') •Semantic field of stillness and quiet (e.g. 'stealth', 'idly', 'silent lake') •Personification of the mountain (e.g. 'strode after me') 	<ul style="list-style-type: none"> •Semantic field of warfare (e.g. 'exploding', 'bombarded', 'salvo') •Metaphor describing how the wind 'dives / And strafes invisibly' •Simile describing how the sea 'spits like a tame cat / Turned savage' 	<ul style="list-style-type: none"> •Light imagery (e.g. 'sunlight', 'bright, filled paperweight', 'every coloured molecule') •Metaphor describing how her home language 'tastes of sunlight' •Personification of her home city: 'I comb its hair and love its shining eyes' 	<ul style="list-style-type: none"> •Light imagery to describe black historical figures who fought against oppression (e.g. 'beacon', 'star', 'sunrise') •Non-standard English (e.g. 'Dem tell me', 'lick back') •Metaphor: 'I carving out me identity' 	<ul style="list-style-type: none"> •Semantic field of injury (e.g. 'bandaged', 'graze', 'stitch') •Metaphor describing letting the child go: 'released a song bird from its cage' •Simile on the child's view of 'the world overflowing like a treasure chest'
Structure & Form Methods	<ul style="list-style-type: none"> •Shift of tone and pace in the middle (peaceful to fearful, and slow to fast) •Juxtaposition of light and dark •No stanza breaks •Frequent enjambment •Regular rhythm (iambic pentameter) •First-person monologue 	<ul style="list-style-type: none"> •No stanza breaks •No regular rhyme scheme •Frequent enjambment •Regular rhythm (iambic pentameter) •First-person monologue 	<ul style="list-style-type: none"> •Motif of light which is used at the end of each stanza •Juxtaposition of light and dark •Frequent enjambment •First-person monologue •Free verse 	<ul style="list-style-type: none"> •Stanzas on black history use shorter lines, are in italics and are indented •Juxtaposition of light and dark •Frequent enjambment (there is no punctuation at all in the poem) •First-person monologue •Free verse 	<ul style="list-style-type: none"> •Past tense is used throughout •Juxtaposition of freedom and barriers/confinement •Frequent enjambment •First-person monologue •Free verse

Key Words	Meaning	Subject Terms	Meaning (What this method is)
brutal	Very cruel and violent.	enjambment	When a sentence continues after the end of a line in a poem, with no punctuation at the end of the line.
duty	A responsibility to do something.	free verse	Poetry that does not rhyme or have a regular rhythm.
heritage	A person's background in terms of race or culture.	juxtaposition	When a writer places two different things together for effect.
honour	Reputation and respect for doing the right thing.	metaphor	A comparison of something being described (the <i>tenor</i>) to something else (the <i>vehicle</i>).
hubris	Too much pride or self-confidence.	monologue	A long speech by one person.
identity	What makes a person who they are, based on things are special or important to them.	motif	A symbolic image or idea that is repeated throughout a text.
inescapable	Unable to be avoided.	non-Standard English	English that doesn't follow the usual rules.
internal conflict	A struggle within someone's mind over a problem.	personification	Giving human features to something non-human.
oppression	The treatment of a group of people in an unfair way, often by limiting their freedom.	rhyme	When words/lines have matching sounds at the end of each other.
perspective	How someone sees something – their point of view.	rhythm	The pattern of syllables in lines of poetry.
trauma	A long-lasting emotional response to something shocking.	semantic field of...	A set of words linked to the same thing.
vulnerable	When someone could be easily harmed.	stanza	A group of lines in a poem.

ANSWERING AN EXAM QUESTION: Compare how poets present [topic] in [named poem] and one other poem from 'Power and Conflict'.

1. Explain something that both poets show about the **topic**. *Both Heaney and Wordsworth illustrate how nature can be calm but also oppressive. Better: also explain the different ideas they show, linking to each poem's deeper ideas/context.*
 2. Analyse how one poet uses methods to show these ideas. Try to analyse how the poet uses language *and* structure/form. *To convey the calm side of nature, Wordsworth uses light imagery when describing the 'small circles glittering' in the water and the 'stars' above him. This creates a sense of peace and suggests being alone with nature can be a magical experience. It could also suggest that the speaker feels hopeful for the future. Furthermore, the enjambment in the poem gives a sense of how smooth and peaceful it is out on the lake. Better: analyse in as much detail as you can, and analyse a range of methods the poet uses.*
 3. Repeat step 2 for the second poet's methods. *Better: compare further as you analyse, based on the poets' similar/different ideas/methods.*
- [If needed, repeat any of the steps to extend your answer to the task.]