

Anthology Poems

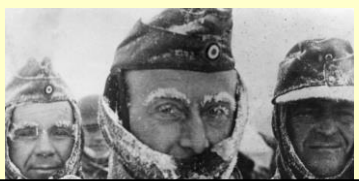
In your book:
Three poems about war?

Three poems about nature?

Three poems about memories?



Ozymandias
I met a traveler from an antique land...
The lone and level sands stretch far away.



Exposure
Our brains ache, in the merciless ice east winds that knife us...
But nothing happens.



War Photographer
In his darkroom he is finally alone...
He earns his living and they do not care.



Tissue
Paper that lets the light...
turned into your skin.



The Emigree
There once was a country... I left it as a child...
and my shadow falls as evidence of sunlight.



Duchess
The Duchess painted on
the walls of Innsbruck cast for me!



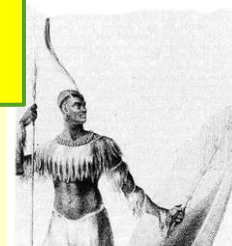
Charge of the Light Brigade
Half a league, half a league...
Noble six hundred!



Remains
On another occasion, we got sent
...
bloody life in my bloody hands



Poppies
Three days before
Armistice Sunday...
your playground voice
catching on the wind.



Checking out me History
Dem tell me...
I carving out me identity



Kamikaze
Her father embarked at sunrise...
Which had been the better way to die.



English Literature



Anthology Poetry
Power and Conflict

What do I have to do in the exam?



You are expected to write about **two** poems.
One of those poems will be on the exam paper but you will have to choose the other one from the list we have studied.

You will have to make comparisons between the two poems. **This can mean similarities or differences.**

Mark	AO	Typical features of response
Level 6 <i>Convincing, critical analysis and exploration</i> 26–30 marks	AO1	<ul style="list-style-type: none">• Critical, exploratory comparison• Judicious use of precise references to support interpretation(s)
	AO2	<ul style="list-style-type: none">• Analysis of writer's methods with subject terminology used judiciously• Exploration of effects of writer's methods to create meanings
	AO3	<ul style="list-style-type: none">• Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task

You have to write about the **effect** of the methods on the reader.

You are expected to refer to methods the writers have used (language/structure and form)

You are expected to know a bit about the context/time they were written in and the writers' ideas and perspectives.

2 6

Compare the ways poets present ideas about power in 'Ozymandias' and in one other poem from 'Power and conflict'.

Ozymandias

I met a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them on the sand,
Half sunk, a shatter'd visage lies, whose frown
5 And wrinkled lip and sneer of cold command
Tell that its sculptor well those passions read
Which yet survive, stamp'd on these lifeless things,
The hand that mock'd them and the heart that fed;
And on the pedestal these words appear:
10 'My name is Ozymandias, king of kings:
Look on my works, ye mighty, and despair!
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare,
The lone and level sands stretch far away.

Percy Bysshe Shelley

[30 marks]

Compare the ways poets present ideas about power in Ozymandias and one other poem.

Ozymandias

I met a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them on the sand,
Half sunk, a shatter'd visage lies, whose frown
And wrinkled lip and sneer of cold command 5
Tell that its sculptor well those passions read
Which yet survive, stamp'd on these lifeless things,
The hand that mock'd them and the heart that fed;
And on the pedestal these words appear:
'My name is Ozymandias, king of kings: 10
Look on my works, ye Mighty, and despair!
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare,
The lone and level sands stretch far away.

PERCY BYSSHE SHELLEY

London

I wander through each chartered street,
Near where the chartered Thames does flow,
And mark in every face I meet
Marks of weakness, marks of woe.

In every cry of every man, 5
In every infan't's cry of fear,
In every voice, in every ban,
The mind-forged manacles I hear:

How the chimney-sweeper's cry
Every black'ning church appalls, 10
And the hapless soldier's sigh
Runs in blood down palace walls.

But most through midnight streets I hear
How the youthful harlot's curse
Blasts the new-born infant's tear, 15
And blights with plagues the marriage hearse.

WILLIAM BLAKE

Mind-map ideas on your sheet.

- What are the ideas about power in each poem? Find at least three different ideas.
- How are they similar and different?
- What methods do the poets use?

Ideas	<i>Ozymandias</i>	<i>London</i>
The use of the narrator/speaker		
Both poets are critical of people in power		
Attitude of people in power		
The message for the future		

Ideas	<i>Ozymandias</i>	<i>London</i>
The use of the narrator/speaker	First-person but hears the story second-hand from a traveller – ‘I met a traveller from an antique land...’ This makes it feel that Ozymandias has been almost completely forgotten.	First-person – present tense, describes sights and sounds of suffering ‘I wander through each chartered street’. It feels immediate as if we are with him on the journey.
Both poets are critical of people in power	Description of Ozymandias – ‘sneer of cold command’	Descriptions of how suffering, especially in the young – ‘chimney sweeper’s cry’ ‘youthful harlot’s curse’ Blake is critical of how the institutions have created this - ‘Black’ning church’ ‘blood down palace walls’
Attitude of people in power	Shelley writes about one king, but the poem is a metaphor for all tyrants. He is arrogant and thinks he is immortal ‘My name is Ozymandias...’	Blake writes about the institutions, not people - the palace, the church, government (‘chartered’) – so they seem faceless, and possibly more untouchable.
The message for the future	Shelley shows that power is ephemeral and contrasts the once-mighty statue with its ruined state in the middle of the eternal desert. ‘Round the decay of that colossal wreck... sands stretch far away’	Blake’s poems get darker and more bitter in tone at the end as all ideas about hope (youth, innocence, marriage) are shown to be corrupted and destroyed – ‘blights with plague the marriage hearse.’

Make sure you discuss **methods** when you write - explode quotations to explore different connotations.

'Black' suggests darkness, despair and bad things - a 'black mood' or a 'dark place'.

Children were used as chimney-sweeps - they would be covered in black soot ... their innocence (often portrayed through white) has been corrupted.

This is the opposite of what the church should offer - hope and light.

black'ning church



The church should be helping children, as taught by Jesus - yet it condones their bad treatment through inaction. It's reputation is therefore tarnished and blackened.

Priests wear black - is Blake making a comment about this?



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QUALITY AUDIENCE



Explode these quotations to explore different connotations.

*Half-sunk, a shattered
visage lies*



Mind-forged manacles

black'ning church

Sneer of cold command

*'My name is Oymandias, king of kings
Look on my works, ye mighty, and
despair!'*

*the hapless soldier's sigh
Runs in blood down palace
walls*

Lone and level sands stretch far away

Marriage hearse



Use the following sentence starters to help you write your essay. Make sure you discuss methods and explore connotations of words and phrases.



- ▶ Both Shelley and Blake present ideas about power in Ozymandias and London. At the time they were writing...
- ▶ The poets use their speakers in different ways. In Ozymandias... **This suggests...** Whereas in London... **This makes it feel like...**
- ▶ Both poets are critical of those in power. In Ozymandias... **This is shown when it says... The use of... suggests...** In London, Blake condemns... For example, he says... **The use of ... suggests that...**
- ▶ Shelley seems to be saying that power is... **You can see this when it says... This suggests that...** Blake however, paints a very different picture, and suggests that... **The phrase ... suggests that...**