

# Title: Poetry: Kamikaze

Key words:  
Incantation

What are we learning? To understand a new poem  
Why are we learning this? To prepare for our literature  
paper 2 exam

# 5 a day recall questions



3

INDEPENDENT  
WORK



1. Which technique compares two things using 'like' or 'as'?
2. Define alliteration
3. What is colloquial language?
4. How many poems are in the collection you have to study?
5. How many poem will you have to write about in the exam?

# 5 a day recall questions



3

INDEPENDENT  
WORK



1. Which technique compares two things using 'like' or 'as'? **Simile**
2. Define alliteration. **Repetition of words in a sentence beginning with the same letter.**
3. What is colloquial language? **Informal language, like slang**
4. How many poems are in the collection you have to study? **15**
5. How many poem will you have to write about in the exam? **2**

# HOMEWORK –

1. Watch the 3 revision videos
2. Answer the questions on the sheet or type them
3. Make further notes to your anthology

Due Wednesday 6<sup>th</sup> Oct

## Year 10 poetry revision homework.

Watch the 3 videos below (5 mins each) and answer the questions in full sentences. Add notes to your own poem if you can. (These videos can be found on Mr Bruff's YouTube channel using the playlist option if the links do not work.)

### Remains: 'Remains' by Simon Armitage in 5 Minutes: Quick Revision - YouTube

What does Mr Bruff say about the enjambment in the poem Remains? Why is the line he points out significant?

What does he say about the word 'flush' from the poem?

### Exposure: 'Exposure' by Wilfred Owen in 5 Minutes: Quick Revision - YouTube

What does Mr Bruff say about the repetitive nature of the structure of the poem Exposure?

What does he say about the personification in the poem?

### Bayonet Charge: 'Bayonet Charge' by Ted Hughes in 5.5 Minutes: Quick Revision - YouTube

What does Mr Bruff say the tone in the final stanza is and why?

What does he say about the effect of the caesura is.

# What do you understand a kamikaze pilot to be?



How do you feel about them?

Why do you think they signed up to do it?

# What was a kamikaze pilot? Make notes on the following videos

- <https://www.theguardian.com/world/2015/aug/11/the-last-kamikaze-two-japanese-pilots-tell-how-they-cheated-death> 8 min video containing subtitles and some graphic content of Hiroshima bomb aftermath
- <https://www.bing.com/videos/search?q=kamikaze+pilots+history&&view=detail&mid=8FB535C8DDEE8112DF148FB535C8DDEE8112DF14&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dkamikaze%2Bpilots%2Bhistory%26FORM%3DHDRSC4> 2 min video of surviving pilot
- <https://www.bbc.co.uk/news/av/world-asia-26432568> BBC 3 min interview with surviving pilot

The Japanese definition is kami – ‘divinity’ and kaze – ‘wind’ so Kamikaze means ‘**divine wind**’. Why might this be significant?

## Comprehension and context (AO3)

1. What was the role of a Kamikaze pilot?
2. Why did so many young men sign up to do it?
3. What could be said to be a modern equivalent of it?

# First impressions of the poem:

- Before we read the poem, what do you notice about the layout?
- What do you notice about the font used?
- Can you make any initial observations about the structure?





# Listen to Beatrice Garland reading her poem

- <https://www.bing.com/videos/search?q=beatrice+garland+reading+kamikaze&docid=608034388727499226&mid=42DE422F2A542926959E42DE422F2A542926959E&view=detail&FORM=VIRE>

- How many different perspectives do you hear?
- Whose point of view is it from?
- What is the tone of the poem? Does it change?

# STANZA ONE

Why do you think the poem begins in the third person?  
What could this signify?

What is the significance of the noun 'incantations'? How and why are they 'powerful'?

How is 'sunrise' significant? Consider the nationality of the kamikaze pilots.

Her father embarked at sunrise  
with a flask of water, a samurai sword  
in the cockpit, a shaven head  
full of powerful incantations  
and enough fuel for a one-way  
journey into history

What is the purpose of the enjambment in this stanza? What could it represent?

The journey of this kamikaze pilot is only just beginning but how does Garland create a sense of finality in this stanza?

'...journey into history' –  
What does this suggest about the beliefs of the kamikaze pilots?

## STANZA TWO

**Why would the pilot's daughter be telling her children this story? What do you think she is hoping to achieve?**

**How is 'little fishing boats' ironic? He sees them, but what is he supposed to be looking for?**

**What is bunting? Why does Garland want to conjure this image?**

**Are the daughter's memories/details of the story completely reliable? Highlight a quotation to back up your ideas.**

**Why does Garland use the pronoun 'he' instead of naming the kamikaze pilot?**

**What image is created in the final three lines? Why does Garland create this image?**

## STANZA THREE

How does Garland reference patriotism here and what device does she use to do it?

The enjambment continues here.  
Why?

The figure of eight could be a reference to the infinity symbol ( $\infty$ ). What could this symbolise/reference?

**EXTRA CHALLENGE:** Why do you think Garland chooses to write in an irregular, unrhymed rhythm?

What do you think the shoals could symbolise?

## STANZA FOUR

**Why is the idea of memory so significant here?**

**Why mention the safety of boats in this stanza? What is the significance?**

**What are 'cairns' and 'breakers'?**

**How does Garland create a sense of child-like innocence here? Why does she do it?**

**This stanza has no punctuated pauses. Why? What does it do to the rhythm of the poem and why does Garland want to create this effect?**

**Where do you think the conflict has appeared so far?**

## STANZA FIVE

**Highlight the sibilance used in this stanza and explain the effect.**

**What image is created with the description of the tuna?**

**What is the significance of the fish imagery? How can it be seen as metaphorical? Consider the purpose of fishing.**

**Why place a full stop after 'dangerous'? What is the effect of this?**

**Why juxtapose the idea of a simple fisherman with that of a kamikaze pilot? What is the effect?**

## STANZA SIX

The italics represent a switch to a first person perspective. Why does Garland do this?

Where is the power and conflict in this stanza? Highlight examples and explain why you have chosen them?

What kind of person is the speaker's mother?

Is the pilot's head the only one full of 'powerful incantations?' Who else has been culturally conditioned?

Why do you think the pilot turned around? Was he scared? Or do you think he wasn't ready to say goodbye?

What is Garland saying about children in this stanza?

## STANZA SEVEN

**What is Garland saying happens when youthful innocence disappears?**

**What is the poet suggesting about the power of choices and consequences in the final two lines?**

**Should love be sacrificed because the pilot returned? How does Garland present the man who left and the man who returned as two different entities through the eyes of the speaker?**

**Which would have been the better way to die?**

**What tone is created in this stanza?**

**EXTRA CHALLENGE: How significant is it that the pilot himself does not have a voice?**



## TO FINISH: WHAT IS THE POEM ABOUT?

What do you think the poem is about the most? Look at the words below and list them in order or priority – the themes that you think are the most important at the top and the ones you think it is least about at the bottom. You can add in any others

if you wish

Death

Honour

Memories

Disgrace

Nostalgia

Cowardice

Fear

Home

Family

## Review – explain your own ideas

1. What do you think the speakers in the poem feel about what the pilot had to do?
2. Why don't we hear the pilot's voice in the poem?
3. What is the significance of the fish in the poem?
4. How do you think the pilot felt after his decision?
5. Do you like the poem? Explain your thoughts.

Challenge: which poem do you think this is the most similar to? Why?

# Retrieval

1. Who wrote Remains?
2. Finish the line: Bullets smacking the \_\_\_\_\_ out of the air.
3. Which poem is it from?
4. What does it suggest about the soldiers' experience of war?