**Poetry Analysis Booklet**

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# LI: To establish our understanding of poetry.

APK: What is a poet?

Turn and Talk:

* What is poetry?
* What makes good poetry?
* What makes bad poetry?
* What language features should there be?

**What is Poetry?**

A poem may appear to mean very different things to different readers, and all of these meaning may be different from what the author thought he meant. For instance, the author may have been writing some peculiar personal experience, Which he saw quite unrelated to anything outside; yet for the reader the poem may become the expression of a general situation, as well as of some private experience of his own. The reader's interpretation may differ from the author's and be equally valid-- it may even be better. There may be much more in a poem than the author was aware of. The different interpretations may all be partial formulations of one thing; the ambiguities may be due to the fact that the poem means more, not less, than ordinary speech can communicate. T.S. Eliot

**What is a Poet?**

A poet is somebody who feels, and who expresses his feelings through words. This may sound easy. It isn't. A lot of people think or believe or know they feel -- but that's thinking or believing or knowing; not feeling. And poetry is feeling -- not knowing or believing or thinking. Almost anybody can learn to think or believe or know, but not a single human being can be taught to feel. Why? Because whenever you think or you believe or you know, you're a lot of other people; but the moment you feel, you're NOBODY-BUT-YOURSELF.

E.E. Cummings

Turn and Talk and respond: Do you agree or disagree with TS Elliot and EE Cummings?

Prose versus poetry:

There are two different types of writing: Prose and Poetry

|  |  |
| --- | --- |
| **Prose** | **Poetry** |
| Continuous piece of writing  Uses sentences and paragraphs  Sounds similar to ordinary speech  Uses some language devices | Uses lines and stanzas  Has a beat/ rhythm  Uses language/poetic devices  May or may not rhyme |

**Lion in Love by Aesop**

A Lion fell in love with a beautiful maiden and proposed marriage. The maiden’s parents did not know what to say. They did not want to give their daughter to the Lion, yet they did not wish to enrage the King of Beasts. At last the father said: “We feel highly honored by your Majesty’s proposal, but our daughter is a tender young girl, and we fear that in the heat of love you might possibly do her injury. Might I venture to suggest that your Majesty should have your claws removed, and your teeth extracted; then we would consider your proposal again.” The Lion was so much in love that he had his claws trimmed and his big teeth taken out. But, when he again came to the parents of the young girl they simply laughed at him.

***Love can blind even the wildest***

The **Lion in Love** is a cautionary tale of Greek origin which was counted among**Aesop's** Fables and is numbered 140 in the Perry Index.

**Activity:**

* Turn Lion in Love into a poem

**The Crocodile by Lewis Carroll**

How doth the little crocodile

Improve his shining tail,

And pour the waters of the Nile

On every golden scale!

How cheerfully he seems to grin!

How neatly spread his claws,

And welcomes little fishes in

With gently smiling jaws!

**Activity:**

* Turn ‘*The Crocodile’* into a prose

**Reflection:**

What is the difference between prose and poetry?

# LI: To learn poetic techniques

**SIMILES**

**Questions:**

Find the similes in this poem.

What do you think the poet’s intention, or purpose was in writing the poem ‘Since Hanna Moved Away?’

**Improve your similes:**

*It's as old as the pharaoh.*

Some pharaohs are 5000 years old after all. But, how can we improve that? By thinking of someone even older than the pharaoh like *the pharaoh's grandmother*. So we can improve this simile like this:

*It's as old as the pharaoh's grandmother.*

* It’s as smelly as socks.
* It’s as dangerous as a shark.
* It’s as cold as a milkshake.

**Since Hanna Moved Away by Judith Viorst**

The tires on my bike are flat.

The sky is grouchy and grey.

At least it sure feels like that

Since Hanna moved away.

Chocolate ice cream tastes like prunes.

December’s come to stay.

They’ve taken back the Mays and Junes

Since Hanna moved away.

Flowers smell like halibut.

Velvet feels like hay.

Every handsome dog’s a mutt

Since Hanna moved away

Nothing’s fun to laugh about.

Nothing’s fun to play.

They call me, but I won’t come out

Since Hanna moved away.

**METAPHOR**

**Dreams By Langston Hughes**

Hold fast to dreams

For if dreams die

Life is a broken-winged bird

That cannot fly.

Hold fast to dreams

For when dreams go

Life is a barren field

Frozen with snow

**Questions:**

How does the poet intend you to feel about life when it is compared to a barren field?

What evidence can you find that the poem is about the dreams associated with life goals and not the dreams associated with sleep?

What is the last dream that you can remember? Use one of the images from your dream to write a metaphor. For example: you could choose a scary scene from a nightmare to write a metaphor about a horror movie.

**Write a metaphor:**

Use a metaphor to describe somebody who is:

Kind- She is an angel

fast

slow

smart

**PERSONIFICATION**

**Autumn’s Seasons**

Autumn brushes her hair slowly

Letting the glorious colours flow gently to the earth below.

Showing off vibrant colours in contrast to summer's green dress.

Out doing the starkness, of winter's white coat.

Autumn compares the mutable shades of spring to her fall

Giving a sigh, end of another season.

She packs her brush as frost touches her tips.

A fragile winter butterfly

Flutters from the sky

So soft and yet her heart

Is cold and made of ice

But if I warm it

She will melt and die

~~~ Author: Elaine George

**SHAPE POETRY**

Write a poem about a house in the shape of a house, a flower in the shape of a flower, or a racing car in the shape of a racing car

**Write an acrostic poem**

To create an acrostic, follow these five easy steps:

1. Decide what to write about.
2. Write your word down *vertically*.
3. Brainstorm words or phrases that describe your idea.
4. Place your brainstormed words or phrases on the lines that begin with the same letters.
5. Fill in the rest of the lines to create a poem.

**HAIKU POEMS**

By Kijo Murakami

First autumn morning

The mirror I stare into

Shows my father’s face

By Matsuo Basho

Won’t you come and see

Loneliness? Just one leaf

From the kiri tree.

**Questions**

* What topics are explored in the haiku poems above?
* Count the syllables in each of the haiku poems above. Do they fit the haiku format?

Go outside and choose a quiet place to sit and observe nature. Jot down all the natural things you can see and jot down a few words about each one. Write your own haiku from your observations.

**Onomatopoeia Practice**

I secretly ripped up the birthday checks that my grandmother sent me. (What made the noise?)

Jake was pleased when he heard the new pencil sharpener hum efficiently. (What made the noise?)

When he pressed on the gas, he took off so quickly that his tires screeched. (What made the noise?)

We all knew she was in the kitchen because the cabinet opened with a distinct creak. (What made the noise?)

**Write your own:**

Pick three sounds and write your own examples: gargled, slapped, clatter, grumbling, crinkled, hacking, ripping, cough, roar, zoom, burp, clang, crack, popped, snapped, sniffed, belched

**Write your own:**

Pick three objects and write your own personification: table, building, tree, rubbish bin, electricity tower, book, sea, moon, medal, sugar bowl, broom, lamp, flower pot, water bottle, playground, picture frame, computer, pencil case, statue, flag, overhead projector.

**Questions:**

What is being personified?

Which human trait or quality is given?

**Poetic Devices-**Fill in the table below

|  |  |  |  |
| --- | --- | --- | --- |
| **Device** | **Definition** | **Example from poem** | **Your own example** |
| Alliteration |  |  |  |
| Rhyme |  |  |  |
| Simile |  |  |  |
| Metaphor |  |  |  |
| Personification |  |  |  |
| Rhythm |  |  |  |
| Repetition |  |  |  |

# LI: To understand what is poetry analysis

**Poetry analysis** is the process of investigating a **poem's** form, content, structure, devices and symbolism in order to develop your understanding and appreciation of the work.

The words **poem** and **poetry** derive from the Greek poiēma (to make) and poieo (to create)

**How do you conduct a poetry analysis**

* Read the poem
* Analyse the content
* Analyse the form
* Analyse the structure
* Analyse the devices
* Analyse the symbolism

**Activity:**

* **Content-**What is the poem about?
* **Form-**How is the poem structured? How many stanzas? How many lines? Are all the stanzas the same?
* **Structure**-Is there rhyme? Is there rhythm? What is the rhyming structure? Does it stay the same? If it changes, why does it change?
* **Poetic Devices**-What are the poetic devices you can identify in the poem?
* **Symbolism**-Is there any symbolism?

**About Gwen Harwood**

* Gwen Harwood is a well known Australian poet. When she initially began writing and submitting poetry in the 1950s and 1960s her work was regularly rejected by editors. As a result she started submitting under various pseudonyms including Walter Lehmann, W.W. Hagendoor (an anagram of her name), Francis Geyer, Timothy (TF) Kline, Miriam Stone, and Alan Carvosso. An editor of Meanjin, a well respected Australian literary journal, once rejected her poem but used a line from it "the freckled shade" as the title of one of his own poems.



* Frustrated with the way that editors treated her she plotted her revenge. In 1961 The Bulletin accepted a sonnet that she submitted under the name Walter Lehmann. After it was published readers noticed that the initial letter of each line formed the phrase "F\*\*K ALL EDITORS". After this her poems were more readily accepted, possibly because they feared being made a fool of.

**In the Park by Gwen Harwood**

She sits in the park. Her clothes are out of date.  
Two children whine and bicker, tug her skirt.  
A third draws aimless patterns in the dirt  
Someone she loved once passed by – too late  
  
to feign indifference to that casual nod.  
“How nice” et cetera. “Time holds great surprises.”  
From his neat head unquestionably rises  
a small balloon…”but for the grace of God…”  
  
They stand a while in flickering light, rehearsing  
the children’s names and birthdays. “It’s so sweet  
to hear their chatter, watch them grow and thrive, ”  
she says to his departing smile. Then, nursing  
the youngest child, sits staring at her feet.  
To the wind she says, “They have eaten me alive.”

**In the Park by Gwen Harwood**

**Stanza 1**: Use of vocabulary- illustrates her state of mind about motherhood and her ambivalence about her children. It also provides a contrast to the conversation she has with her ex where she talks about enjoying watching them grow and thrive and allows the reader to see the falseness of her statement.

She sits in the park. Her clothes are out of date.  
Two children whine and bicker, tug her skirt.  
A third draws aimless patterns in the dirt  
Someone she loved once passed by – too late  
  
to feign indifference to that casual nod.  
“How nice” et cetera. “Time holds great surprises.”  
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a small balloon…”but for the grace of God…”  
  
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the children’s names and birthdays. “It’s so sweet  
to hear their chatter, watch them grow and thrive, ”  
she says to his departing smile. Then, nursing  
the youngest child, sits staring at her feet.  
To the wind she says, “They have eaten me alive.”

**Stanza 2**: Use of space- the first stanza ends with the line where she sees someone pass by, and then the first line of the next stanza states that it’s too late to just nod so that she doesn’t talk to them. Harwood uses the pause between the stanzas to emphasise the missed moment and the fact that the woman could have made a different decision, but didn’t.

**Poetic devices**-Rhyme- This poem is written in rhyme with a A B B A rhyming scheme. In the first stanza “date” rhymes with the last line “late,” while line 2 and 3 rhyme also “skirt” with “dirt.” This pattern is repeated in the second stanza.

Rhyme- In the third stanza the pattern changes and it becomes A B C A B C, the first line “rehearsing” rhymes with the fourth line “nursing,” second line “sweet” rhymes with the fifth line “feet,” and the third line “thrive” rhymes with “alive.”

Example of imagery- to illustrate the horror that her former lover feels to see her now, and thinks that she could have been his wife if things had turned out differently.

**Introduction: What is the poet’s message?**

**❏** Introduction which states the main idea of the poem and includes the poet’s name and title of poem

❏ One clear idea that the whole poem is about and how the poet conveys this idea

❏ Discussion of the poet’s message about this idea

*Sentence starters:*

* *The poem (title) written by (poet’s name) is about (main ideas/themes/issues)…*
* *An important technique in the poem is…which…*
* *Throughout the poem there is the technique of…*
* *The words “…” are an example of…which…*
* *An instance of…is…*
* *The technique of…does two things. Firstly, it…Secondly, it also….*
* *One effect of the technique of…is to…Another effect of it is to…*
* *Through using this technique, the poem…*
* *By using the technique of…,the poet..*

**Introduction**: Poet’s message example

*Introduction states the main idea of the poem and includes examples*

The poem *In the Park* by Gwen Harwood is about the reality of motherhood. The poet is writing a poem that illustrates the way that people talk about motherhood, emphasising the positive aspects, and the reality of motherhood as hard that she can only admit to herself “they have eaten me alive.” When a woman has a child then she is usually not able to care for her appearance as much because she has to prioritise caring for her children and this is revealed in the line “her clothes are out of date.”

**Paragraph 1**: Poetic technique 1 (each paragraph to discuss a different technique)

 ❏ How the technique is used to show ideas and to engage the reader

 ❏ A range of analytic verbs such as shows, highlights, emphasizes are used throughout

❏ There are a variety of ways examples are introduced, including embedded quotes

 ❏ Ideas are linked using a range of connectors such as and, also, furthermore, in addition, this, however, but, by, through

❏ Paragraph focusses on a main idea or technique and includes a number of examples, an explanation about each example and a concluding sentence which links the examples.

**Paragraph 1**: Poetic technique 1 sample

*Discussion of first technique-use of punctuation for effect and examples.*

The poet uses punctuation and the form of stanzas for effect, for example, the first stanza ends with the line where she sees “someone she loved once pass by”, and then the use of an em dash to show her surprise and that it’s “too late” to just nod. Harwood uses the pause between the stanzas to emphasise the missed moment and the fact that the woman could have made a different decision, but didn’t and now has to engage in a conversation with her former lover.

**Paragraph 2**: Poetic technique 1 (each paragraph to discuss a different technique)

*Discussion of second technique-use of imagery and the purpose of it*

An example of imagery is the line “From his neat head unquestionably rises a small balloon…” which is creating an image of a thought bubble above his head to illustrate the horror that her former lover feels to see her now, and thinks that she could have been his wife if things had turned out differently.

**Paragraph 3**: Poetic technique 1 (each paragraph to discuss a different technique)

*Discussion of third technique-use of vocabulary*

The poet’s choice of vocabulary in describing her children as “whine and bicker, tug her skirt,” and that the “third draws aimless patterns in the dirt” illustrates her state of mind about motherhood and her ambivalence about her children. It also provides a contrast to the conversation she has with her ex where she talks about enjoying watching “them grow and thrive " and allows the reader to see the falseness of her statement.

**Conclusion:** main idea shown through poetic devices

❏ Conclusion which discusses how the main idea is conveyed by poetic devices

❏ Discuss how it engaged the reader on a personal level.

*Conclusion which discusses the main idea is conveyed by poetic devices*

Through this poem Harwood has re-created a meeting between two lovers to show the way that society portrays motherhood, as mothers who are self sacrificing and care only for their children, while she is also showing the reality of this burden on the mental state of women.  Harwood uses punctuation to show the flow of conversation, imagery to illustrate the lover’s state of mind, and vocabulary to show the woman’s real view toward motherhood.

**Reflection:**

* What do you need to think about when analysing a poem?

# LI: To analyse and interpret an extract from Simon Armitage’s poem ‘Out of the ‘Blue’

**Extract from 'Out of the Blue' by Simon Armitage**

You have picked me out.  
Through a distant shot of a building burning  
you have noticed now  
that a white cotton shirt is twirling, turning.

In fact I am waving, waving.  
Small in the clouds, but waving, waving.  
Does anyone see a  
soul worth saving?

And when will you come?  
Do you think you are watching, watching  
a man shaking crumbs  
or pegging out washing?

I am trying and trying.  
The heat behind me is bullying, driving  
but the white of surrender is not yet flying.  
I am not at the point of leaving, diving.

A bird goes by.  
The depth is appalling. Appalling  
that others like me  
should be wind-milling, wheeling, spiralling, falling.

Are your eyes believing,  
believing?  
Here in the gills  
I am still breathing.

But tiring, tiring.  
Sirens below me are wailing, firing.  
My arm is numb and my nerves are sagging.  
Do you see me, my love. I am failing. Flagging

**Activities:**

1. What is significant about the narrator waving a white shirt?
2. What does the narrator describe he can see and how does he react?
3. What effect does the poet have addressing you as a reader directly?
4. The narrator feels insignificant. Why?
5. There are 2 meanings of 'flagging'. Why does Simon Armitage use this as the last word of the poem?

**Reflection: To write a poetry analysis of Out of the Blue**

*The poet’s message is …*

*An important technique in the poem is…which illustrates/evokes/symbolises…*

*Through using this technique, the poem…*

*The words “…” are an example of…which…*

# LI: To write out an analysis of poem Out of the Blue Poetry using scaffold

**Introduction**: What is the poet’s message?

The poem Out of the Blue written by Simon Armitage is about (main ideas/themes)

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The poet’s message is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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This is shown through…. (which poetic techniques)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Paragraph 1**: Poetic technique 1 (each paragraph to discuss a different technique)

An important technique in the poem is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which the poet uses

in the lines words “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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By using the technique of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the poet

demonstrates\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Through the use of \_\_\_\_\_\_\_\_\_\_ Armitage reinforces his message that

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Paragraph 2**: Poetic technique 2 (each paragraph to discuss a different technique)

Throughout the poem there is the technique of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

in the lines “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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One effect of the technique is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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By using this technique the poet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Conclusion**

In summary, Armitage (what was his message/purpose in writing the poem?)

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The poetic techniques used in the poem are (list the poetic techniques you discussed)

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The techniques used throughout this poem are firstly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (technique 1) to

emphasise (repeat what each technique demonstrated in the poem)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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The second technique Armitage used was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (technique 2) through which he

demonstrated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# LI: To write a poetry analysis of Out of the Blue poem using a modified scaffold

**Introduction**: What is the poet’s message?

The poem Out of the Blue written by Simon Armitage is about (explain what happens in the poem)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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The poet’s message is that the narrator is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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This is shown through alliteration which is used to show the horror of the narrator’s situation, and personification which shows the heat of the fire.

**Paragraph 1**: Poetic technique 1 (each paragraph to discuss a different technique)

An important technique in the poem is repetition which the poet uses to show the horror of the poet’s situation.

The words “I am waving, waving, small in the clouds, waving, waving” is an example of

repetition which shows\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Through the use of repetition Armitage reinforces his message that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Paragraph 2**: Poetic technique 2 (each paragraph to discuss a different technique)

Throughout the poem there is the technique of personification which Armitage uses to show how terrifying it is for the narrator to face the fire.

An instance of personification is “the heat behind is bullying driving”. The poet uses personification

to show that the heat is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By using the technique the poet is showing that the narrator is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Conclusion**

In summary, Armitage (what was his message/purpose in writing the poem?)

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The techniques used throughout this poem are firstly repetition to emphasise (repeat what each technique demonstrated in the poem)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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The second technique Armitage used was personification through which he

demonstrated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# LI: To analyse and interpret Oodgerie Noonuccal’S poem ‘NO MORE BOOMERANG’

**NO MORE BOOMERANG- by Oodgeroo Noonuccal**

|  |  |
| --- | --- |
| No more boomerang  No more spear;  Now all civilized-  Colour bar and beer.  No more corroboree,  Gay dance and din.  Now we got movies,  And pay to go in.  No more sharing  What the hunter brings.  Now we work for money,  Then pay it back for things.  Now we track bosses  To catch a few bob,  Now we go walkabout  On bus to the job.  One time naked,  Who never knew shame;  Now we put clothes on  To hide whatsaname.  No more gunya,  Now bungalow,  Paid by hire purchase  In twenty year or so.  Lay down the stone axe,  Take up the steel,  And work like a nigger  For a white man meal.  No more firesticks  That made the whites scoff.  Now all electric,  And no better off. | No more firesticks  That made the whites scoff.  Now all electric,  And no better off.  Bunyip he finish,  Now got instead  White fella Bunyip,  Call him Red.  Abstract picture now-  What they coming at?  Cripes, in our caves we  Did better than that.  Black hunted wallaby,  White hunt dollar;  White fella witch-doctor  Wear dog-collar.  No more message-stick;  Lubras and lads  Got television now.  Mostly ads.  Lay down the woomera,  Lay down the waddy.  Now we got atom-bomb,  End everybody.  **Definitions:**   * Corroboree-an Australian Aboriginal dance ceremony which may take the form of a sacred ritual or an informal gathering. * Walkabout-a journey (originally on foot) undertaken by an Australian Aboriginal in order to live in the traditional manner. * Gunya-an aboriginal hut or shelter * Bunyip-a mythical amphibious monster said to inhabit inland waterways. * Lubra-an Aboriginal woman. * Woomera-an Aboriginal stick used to throw a spear more forcibly. * Waddy-an Australian Aboriginal's war club. |

**Activities:**

What is the poem is about? Write your own response.

**Images-**Compare the features of the traditional Aboriginal way of life with that of the technologically based civilised way. How are family life, housing, the arts and human interaction affected?

|  |  |
| --- | --- |
| **Traditional Aboriginal** | **Contemporary ‘civilised’ white** |
|  |  |

**Interpreting the poem-**In contrasting the two lifestyles Oodgeroo makes it very clear to the reader which lifestyle she believes is preferable. Find words or lines in the poem that show this.

**Stanza-**Oodgeroo has used a simple stanza form to write her poem. Examine thepatterns in each stanza. Which words rhyme? Why do you think the poet hasrhymed words in this way? Discuss how the past establishes the contrasting aspects in each stanza.

**Poetic images-**There are some very powerful images in this poem. Some of these are listed below. Next to each one write an explanation of what you think Oodgeroo means by this image.

|  |  |
| --- | --- |
| **Poetic images** | **Meaning** |
| To hide whatsaname |  |
| Higher purchase |  |
| Work like a nigger |  |
| White man meal |  |
| Abstract picture |  |
| White hunt dollar |  |
| White fella witch-doctor/wear dog-collar |  |
| End everybody |  |

**Reflection: use the following sentence starters to write an analysis of the poem**

*The poem (title) written by (poet’s name) is about (main ideas/themes/issues)…*

*The main idea that the poet explores is…. This is conveyed through…. (which poetic techniques)*

*The poet’s message is …*

*Throughout the poem there is the technique of…*

*One effect of the technique of…is to…Another effect of it is to…*

# LI: To write out an analysis of the poem ‘No More Boomerang’ using scaffold

**Introduction**: What is the poet’s message?

The poem No More Boomerang written by Oodgeroo Noonuccal is about (main ideas/themes)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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The poet’s message is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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This is shown through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (technique 1) and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(technique 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Paragraph 1**: Poetic technique 1 (each paragraph to discuss a different technique)

An important technique in the poem is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which the poet uses

in the lines “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

This line creates the sense of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Through the use of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(poetic technique) Noonuccal illustrates \_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Paragraph 2**: Poetic technique 2 (each paragraph to discuss a different technique)

Throughout the poem there is the technique of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

in the lines “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This technique paints for the reader a picture of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By using this technique the poet evokes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Conclusion**

In summary, Noonaccal (what was her message/purpose in writing the poem?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The techniques used throughout this poem are firstly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (technique 1) to

emphasise (repeat what each technique demonstrated in the poem)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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The second technique Noonaccal used was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (technique 2) through which she

demonstrated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# LI: To write out poetry analysis of poem No More Boomerang using a modified scaffold

**Introduction**: What is the poet’s message?

The poem No More Boomerang written by Oodgeroo Noonuccal is about (main ideas/themes)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The poet’s message is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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This is shown through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (technique 1) and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(technique 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Paragraph 1**: Poetic technique 1 (each paragraph to discuss a different technique)

An important technique in the poem is rhyme which she uses to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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In the line ‘No more boomerang’ she compares aboriginals using boomerangs and spears to settle grievances, whereas now everyone is civilised and drinking beer.

Through the use of rhyme Noonuccal reinforces her message \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Paragraph 2**: Poetic technique 2 (each paragraph to discuss a different technique)

Throughout the poem there is the technique of imagery in the lines ‘now we put clothes on to hide whatsaname’ to show that Aboriginal people used to with nature and white people made them ashamed of their natural state.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This technique paints for the reader a picture of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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By using this technique the poet evokes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Conclusion**

In summary, Noonaccal (what was her message/purpose in writing the poem?)

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The techniques used throughout this poem are firstly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (technique 1) to

emphasise (repeat what each technique demonstrated in the poem)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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The second technique Noonaccal used was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (technique 2) through which she

demonstrated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# LI: To analyse and interpret ALFRED LORD TENNYSON’S poem ‘CHARGE OF THE LIGHT BRIGADE’

|  |  |
| --- | --- |
| HALF a league, half a league,  Half a league onward,  All in the valley of Death  Rode the six hundred.  'Forward, the Light Brigade!  Charge for the guns!' he said:  Into the valley of Death  Rode the six hundred.   'Forward, the Light Brigade!'  Was there a man dismay'd ?  Not tho' the soldier knew  Some one had blunder'd:  Their's not to make reply,  Their's not to reason why,  Their's but to do and die:  Into the valley of Death  Rode the six hundred.   Cannon to right of them,  Cannon to left of them,  Cannon in front of them  Volley'd and thunder'd;  Storm'd at with shot and shell,  Boldly they rode and well,  Into the jaws of Death,  Into the mouth of Hell  Rode the six hundred. | Flash'd all their sabres bare,  Flash'd as they turn'd in air  Sabring the gunners there,  Charging an army, while  All the world wonder'd:  Plunged in the battery-smoke  Right thro' the line they broke;  Cossack and Russian  Reel'd from the sabre-stroke  Shatter'd and sunder'd.  Then they rode back, but not  Not the six hundred.   Cannon to right of them,  Cannon to left of them,  Cannon behind them  Volley'd and thunder'd;  Storm'd at with shot and shell,  While horse and hero fell,  They that had fought so well  Came thro' the jaws of Death,  Back from the mouth of Hell,  All that was left of them,  Left of six hundred.   When can their glory fade ?  O the wild charge they made!  All the world wonder'd.  Honour the charge they made!  Honour the Light Brigade,  Noble six hundred! |

**Definitions:**

* Half a league-about one and a half miles
* Sabring-cut down or wound with a sabre

**Activities:**

1. Count the stanzas and the lines in each stanza. Is the stanza structure uniform or are they different?
2. View the form of the poem and identify the rhyming structure.
3. What poetic technique is used in the lines “Half a league, half a league,   
   Half a league onward,”? What effect is the poet attempting to create with this?
4. What is the use of the repetition of “Their's not to make reply, Their's not to reason why, Their's but to do and die:” in stanza 2 to show a soldier’s state of mind?
5. In stanza 3 “Volley'd and thunder'd;” is an example of a poetic technique that uses words that imitate sounds? What is making these sounds?
6. In stanza 3 the line “Storm'd at with shot and shell,” is an example of what poetic technique?
7. What poetic technique are the lines “Into the jaws of Death, Into the mouth of Hell,” and what image do they suggest of death?
8. In stanza 4 “Plunged in the battery-smoke, Right thro' the line they broke;” are using imagery to show the war? Write your own description about what the battle would have been like?
9. Why do you think alliteration is used in the line “While horse and hero fell,”?
10. How does stanza 5 echo the structure of stanza 3? What lines are different? Explain why the lines have changed?
11. What technique is demonstrated in the line “When can their glory fade ?” and why is the poet using this line?
12. What is this poem saying about war?

**Reflection-use the sentence starters below to write out a poetry analysis**

*The poem (title) written by (poet’s name) is about (main ideas/themes/issues)…*

*An important technique in the poem is…which…*

*Throughout the poem there is the technique of…*

*The words “…” are an example of…which…*

*An instance of…is…*

*The technique of…does two things. Firstly, it…Secondly, it also….*

*One effect of the technique of…is to…Another effect of it is to…*

*Through using this technique, the poem…*

*By using the technique of…,the poet..*

# LI: To write out a poetry analysis of poem Charge of the Light Brigade using scaffold

**Introduction**: What is the poet’s message?

The poem Charge of the Light Brigade written by Alfred Lord Tennyson is about (main ideas/themes)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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This is shown through…. (which poetic techniques)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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The poet’s message is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Paragraph 1**: Poetic technique 1 (each paragraph to discuss a different technique)

An important technique in the poem is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which the poet uses

to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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The words “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

are an example of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_which suggests

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By using the technique of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the poet

demonstrates\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Through the use of \_\_\_\_\_\_\_\_\_\_ Tennyson reinforces his message that

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Paragraph 2**: Poetic technique 2 (each paragraph to discuss a different technique)

Throughout the poem there is the technique of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

which Tennyson uses to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

An instance of (name poetic technique)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

is (insert examples) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One effect of the technique is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Another effect of the technique is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By using the technique the poet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Conclusion**

In summary, Tennyson (what was his message/purpose in writing the poem?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The poetic techniques used in the poem are (list the poetic techniques you discussed)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The techniques used throughout this poem emphasise (repeat what each technique demonstrated in the poem)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# LI: To write out a poetry analysis of poem Charge of the Light Brigade using a modified scaffold

**Introduction**: What is the poet’s message?

The poem Charge of the Light Brigade written by Alfred Lord Tennyson is about (explain what

happens in the poem)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This is shown through repetition which is used to show the repetition of battle, and onomatopoeia which shows the sounds of battle.

The poet’s message is that war\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Paragraph 1**: Poetic technique 1 (each paragraph to discuss a different technique)

An important technique in the poem is repetition which the poet uses to show the repetition of battle.

The words “half a league, half a league, half a league onward” are an example of repetition which

show\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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By using the technique of repetition the poet shows\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Through the use of repetition Tennyson reinforces his message that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Paragraph 2**: Poetic technique 2 (each paragraph to discuss a different technique)

Throughout the poem there is the technique of onomatopoeia which Tennyson uses to show how confusing and scary battle is.

An instance of onomatopoeia is “volley’d and thundered”. The word “volley’d” refers to the soldiers

loading their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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while “thunder’d” refers to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By using the technique the poet is showing that war is

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**Conclusion**

In summary, Tennyson (what was his message/purpose in writing the poem?)

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The poetic techniques used in the poem are repetition and onomatopoeia.

The techniques used throughout this poem emphasise (repeat what each technique demonstrated in the poem)

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