

# HILLCREST POETRY ANTHOLOGY KO

Terminology	Definition
Imagery	visually descriptive language
Simile	comparison between two things using like or as
Metaphor	where one thing becomes another in a comparison
Onomatopoeia	words that sound like their meaning
Symbolism	the use of symbols to represent ideas or qualities
Repetition	when words or phrases are used more than once in a piece of writing
Personification	Giving human qualities to inanimate objects
Persona	The voice or speaker of the poem (different from the poet)
Semantic field	A group of words related in meaning.
Sonnet	A 14 line poem, with a clear rhyme scheme. Usually focuses on love.
Free-verse	A poem that doesn't have any clear rhyme scheme or rhythm.
Connotations	Implied or suggested meaning of words or phrases
Stanzas	The way verses are structured
Juxtaposition	placing contrasting ideas close together in a text
Enjambment	incomplete sentences at the end of lines in poetry, where one line runs on to the next for effect
Oxymoron	A figure of speech where two opposite ideas are joined together
Dramatic Monologue	A poem that has one solitary speaker that is meant to be read to an audience
Rhythm	A recurring beat in the poem

## SKILLS (AO1, AO2 & AO3)

### Analysis using PEAZ:

**Point:** A clear analytical point which shows insight and clearly answers the question

**Evidence:** Support with a short quote(s) or example from the text.

**Analysis:** Make explicit where the quote is from then explain the meaning and effect of the quote(s) you use – both explicit and implicit. Aim for two interpretations per quote.

**Zoom in on Language:** Zoom in on a specific language choice (use subject terminology) and explore its connotations and effect on the audience.

**Refer to the writer:** Evaluate the poet's motive and how it supports their intended purpose for the play

### COMPARISON Paragraph Structure:

Link – identify a similarity or difference linked to the question

Poem 1 – use evidence, analyse its meaning and zoom in on a key word or image and explore its effect

Comparing connective

Poem 2 – use evidence, analyse its meaning and if possible zoom in on a key word or image and explore its effect

## ASSESSMENT REQUIREMENTS

### SINGLE POEM ESSAY – Progress Check 25 mins

Introduction – link to question. Explain the overall meaning of the poem briefly. Mention time period/context.

Throughout the Progress Check – Choose relevant quotes and analyse the language, structure and effect of these quotes.

Refer to the question regularly and link to the context regularly.

### COMPARISON POETRY ESSAY – Milestone Assessment 30 mins - 25 marks (including planning time)

Introduction – link to question. Explain the overall meaning of each poem briefly and make a clear link. Mention time period/context if appropriate.

Through the essay – make links connected to the question focus. Try to make similarities as well as differences.

Each paragraph should focus on a different point of comparison. Use the above recommended comparison structure for each comparison.

Always make it clear which poem and poet you are talking about.

Ensure you use comparing connectives as you move between poems.

Refer to the question regularly and link to the context regularly.

## THEME:

### Character and Voice

- 'Stealing' by Carol Ann Duffy
- 'Hitcher' by Simon Armitage
- 'Havisham' by Carol Ann Duffy
- 'Cousin Kate' by Christina Rossetti

### Poems from Other Cultures

- 'Blessing' by Imtiaz Dharker
- 'Presents from My Aunts in Pakistan' by Moniza Alvi
- 'Search for My Tongue' by Sujatta Bhatt
- 'Hurricane Hits England' by Grace Nichols

Comparison Connectives		Tentative Phrases	
Similarly	In contrast / Contrastingly	Could	Maybe
In the same way	On the other hand	Might	Possibly
Also	However	May	Perhaps
In addition	Whereas	Appears	Seems to

## LINKS BETWEEN THE POEMS

**Presents from My Aunt in Pakistan** and **Search for My Tongue** – Identity / Mixed cultural heritage

**Stealing** and **Hitcher** – Anti-social behaviour / Response to society's pressure to conform

**Havisham** and **Cousin Kate** – Ill effects of love / Female reputation

**Blessing** and **Hurricane Hits England** – Effects of outside event on the speaker or a community

CHARACTER AND VOICE			
Poem & Poet	Explicit Meaning	Implicit Meaning	Quotations and Inferences
<b>Stealing</b>  <b>Carol Ann Duffy</b>	The poem is about a thief who confesses to stealing a snowman.	The poem explores the potential reasons behind theft and why some people may choose a life of crime and theft.	<p><b>“The most unusual thing I ever stole? A snowman.”</b> – Hypophora - The speaker is confessing to the audience that he once stole a snowman.</p> <p><b>“I wanted him, a mate”</b> – Declarative sentence - This implies that the speaker is lonely and may give reasons behind why he has turned to crime, or it might suggest that he burgles by himself as he does not trust others.</p> <p><b>“his torso, frozen stiff, hugged to my chest”</b> – Verb <b>‘hugged’</b> suggests the speaker of the poem possibly wants affection, emphasizing his loneliness.</p> <p><b>“I steal things I don’t need”</b> – Declarative sentence - The speaker sees his actions as pointless and not having any real motive, perhaps suggesting to the reader there might be no reason for crime in itself.</p> <p><b>“You don’t understand a word I’m saying, do you?”</b> – Tag question - The speaker feels that their actions are misunderstood, and that the world does not understand them.</p>
<b>Hitcher</b>  <b>Simon Armitage</b>	The poem is about a man who is stressed from the pressure of work and loses control.	The poem explores the idea of life choices and the jealousy one can have over the different paths we can take in life.	<p><b>“I’d been tired, under the weather,”</b> – Colloquialism - The speaker of the poem had not been well, maybe due to how much hard work he had been doing.</p> <p><b>“One more sick note, mister, and you’re finished. Fired.”</b> – Italics - The speaker of the poem has been threatened by his boss that if he fails to come to work again, that he will lose his job, despite being ill.</p> <p><b>“just a toothbrush and the good earth for a bed”</b> – cliché - The hitchhiker, who has been picked up by the speaker, is travelling wherever he wants to go and does not have many possessions. He seems to have more freedom.</p> <p><b>“I let him have it”</b> – Colloquialism - The speaker has now started to attack the hitchhiker, maybe due to being jealous of the freedom the hitchhiker has.</p> <p><b>“You can walk from there.”</b> – Dark humour - The speaker has no remorse for the attack and almost feels better for it.</p>
<b>Havisham</b>  <b>Carol Ann Duffy</b>	The poem is about a women who has been left behind unmarried on her wedding day by her fiancé.	The poem is about the hurt felt from unrequited love (when someone does not love you back) and the mixed emotions one can go through when coming to terms with the loss of a relationship.	<p><b>“Beloved sweetheart bastard”</b> – Oxymoron - The speaker has mixed emotions about her fiancé who has left her, still loving him but hating him at the same time.</p> <p><b>“I’ve dark green pebbles for eyes”</b> – Metaphor - The speaker is jealous about her fiancé’s new found freedom from her and wishes to do him harm as a result.</p> <p><b>“the dress yellowing, trembling”</b> – Verb <b>‘yellowing’</b> shows the speaker’s wedding dress is starting to lose colour and fade signifying the dying love for her fiancé.</p> <p><b>“Who did this to me?”</b> – Rhetorical question - The speaker is questioning whether it is her fiancé’s fault or her own fault for her loneliness and lack of love.</p> <p><b>“I stabbed at a wedding cake.”</b> Verb <b>‘stabbed’</b> suggests the speaker views marriage as something negative and not to be celebrated, but rather something to be destroyed.</p>
<b>Cousin Kate</b>  <b>Christina Rossetti</b>	A maiden sees her lover choose her cousin over her.	The poem deals with the theme of a woman’s reputation and how it can be harmed by having sex outside of marriage.	<p><b>“I was a cottage maiden hardened by sun and air”</b> – The speaker is seen as pure and innocent at the start of the poem.</p> <p><b>“Why did a great lord find me out”</b> – Rhetorical question - The speaker questions her fate and seems to regret the moment she met a ‘great lord’ and her life changed</p> <p><b>“To lead a shameful life”</b> – Oxymoron <b>‘shameless shameful’</b> suggests the maid knew her behaviour was wrong, but she still enjoyed her intimate relationship with the lord.</p> <p><b>“He lifted you from mean estate to sit with him on high.”</b> – Contrast - Her cousin Kate is now married to the lord and has a better social standing than the speaker.</p> <p><b>“My fair haired son, my shame, my pride”</b> – Contrast - The speaker knows her son is something that shows her shame of having sex out of wedlock, but she is still very proud of the life she has created.</p>
POEMS OF OTHER CULTURES			
Poem & Poet	Explicit Meaning	Implicit Meaning	Quotations and Inferences
<b>Blessing</b>  <b>Imtiaz Dharker</b>	The poem is about an unexpected rain storm in a place affected by drought.	The poem explores the idea of the rain itself being like a god as it provides hope and life to the villagers in the poem.	<p><b>“There never is enough water.”</b> – Declarative sentence - The land has been afflicted by a drought and can’t get enough water.</p> <p><b>“the voice of a kindly god.”</b> – Personification - The water answers people’s prayers and gives them hope.</p> <p><b>“silver crashes to the ground”</b> – Onomatopoeia - The water is seen as precious and compared to valuable metal making it seem necessary for the villagers.</p> <p><b>“From the huts, a congregation”</b> – Religious imagery - The water has brought the people out together in the village to celebrate the coming of much needed water and is seen almost as a miracle from God.</p> <p><b>“as the blessing sings over their small bones”</b> – Sibilance - The water is seen to be washing away the sins of the children, allowing them to be reborn and nourished.</p>
<b>Presents from My Aunts in Pakistan</b>  <b>Moniza Alvi</b>	The poem is about a mixed race person who feels both English and Pakistani.	The poem explores the theme of identity and how clothes and other objects may shape the way we view ourselves.	<p><b>“They sent me a salwar kameez”</b> – Symbol - The speaker identifies with her Pakistani heritage through her clothes sent from her relatives.</p> <p><b>“Glistening like an orange split open”</b> – Simile - The speaker views her dress as something beautiful, hinting at the idea that she is proud of her Pakistani heritage</p> <p><b>“asked to see my weekend clothes”</b> – Adjective ‘weekend’ separates her aunt’s gift from her usual clothing. The speaker identifies her dual heritage by the different clothes she wears, suggesting she feels her identity is split.</p> <p><b>“When I was older there was conflict”</b> – The speaker is talking about war in her parent’s home country of Pakistan, but it also might suggest her inner conflict of coming from two different cultures.</p> <p><b>“I was there of no fixed nationality”</b> – The speaker doesn’t fully identify with her Pakistani or English background. She might feel that her identity is fluid and only fits the situation she is in.</p>
<b>Search for My Tongue</b>  <b>Sujatta Bhatt</b>	The poet is talking about her frustrations of not speaking in her home language.	The poem explores the need to retain our original identity even in a land that is different to what we are used to.	<p><b>“I have lost my tongue”</b> – The speaker feels as if she has lost her voice as she can’t talk in her own language, Gujarati, in whilst in America.</p> <p><b>“your mother tongue would rot, rot and die in your mouth”</b> – The speaker feels that if she cannot speak her own language, she would lose the ability to use it.</p> <p><b>“it grows back, a stump of a shoot”</b> – The speaker feels as if her ability to talk in her home language has come back to her but slowly after she dreams in her home language.</p> <p><b>“The buds in my mouths open”</b> – She compares her tongue to a plant or flower, hinting at the beauty of her home language.</p> <p><b>“Every time I think I’ve forgotten... it blossoms out of my mouth”</b> – The speaker feels that she will never lose her language or heritage, no matter how often she forgets.</p>
<b>Hurricane Hits England</b>  <b>Grace Nichols</b>	A storm hits England and the poet discussed its effects.	The poem explores the idea of identity as she feels the hurricane has been sent from the Caribbean (her homeland) to England to remind her of her heritage.	<p><b>“It took a hurricane, to bring her closer to the landscape”</b> – Personal pronoun ‘her’ creates distance as the speaker of the poem needs a hurricane that reminds her of her Caribbean upbringing to help her feel more comfortable living in England.</p> <p><b>“Like some dark ancestral spectre”</b> – Personification - The hurricane is personified as a ghost that is revisiting the speaker, reminding her of her past.</p> <p><b>“My sweeping, back home-cousin”</b> – Personification - The poet lists gods of storms from her own cultural heritage and thinks of them as relatable and part of her identity.</p> <p><b>“O why is my heart unchained?”</b> – Rhetorical question - The speaker feels that she is disconnected now from her home land / Metaphor – unchained highlights the effect of the storm has had on her; it’s liberated her.</p> <p><b>“Ah, sweet mystery, come to break the frozen lake in me”</b> –Metaphor - The speaker sees the hurricane as something that will help reconnect with her past and make her feel alive again.</p>