

## Year 9: Power and Conflict Poetry Learning Checklist

|                                                                                                                                                                                                                                                                                                               | Red | Amber | Green |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------|-------|
| <b>Hawk Roosting by Ted Hughes</b>                                                                                                                                                                                                                                                                            |     |       |       |
| <ul style="list-style-type: none"> <li><b>Interpretation:</b> I can confidently state what the overall message / meaning of the poem is.</li> </ul>                                                                                                                                                           |     |       |       |
| <ul style="list-style-type: none"> <li><b>Analysis:</b> I can confidently explain the effect of the language, imagery and symbolism to create shades of meaning.</li> </ul>                                                                                                                                   |     |       |       |
| <ul style="list-style-type: none"> <li><b>Analysis:</b> I understand the significance of the:               <ul style="list-style-type: none"> <li>extended metaphor</li> <li>regular quatrains</li> <li>dramatic monologue</li> <li>how this links to the overall meaning of the poem</li> </ul> </li> </ul> |     |       |       |
| <ul style="list-style-type: none"> <li><b>Context:</b> Fascism and Nazi Germany - I can confidently reference specific contextual details into my analysis and interpretations.</li> </ul>                                                                                                                    |     |       |       |
| <ul style="list-style-type: none"> <li><b>Links:</b> I can confidently link this poem thematically to power and conflict as well as other poems.</li> </ul>                                                                                                                                                   |     |       |       |
| <b>In Times of Peace by John Agard</b>                                                                                                                                                                                                                                                                        |     |       |       |
| <ul style="list-style-type: none"> <li><b>Interpretation:</b> I can confidently state what the overall message / meaning of the poem is.</li> </ul>                                                                                                                                                           |     |       |       |
| <ul style="list-style-type: none"> <li><b>Analysis:</b> I can confidently explain the effect of the language, imagery and symbolism to create shades of meaning.</li> </ul>                                                                                                                                   |     |       |       |
| <ul style="list-style-type: none"> <li><b>Analysis:</b> I can confidently explain the effect of:               <ul style="list-style-type: none"> <li>punctuation</li> <li>changes in structure</li> <li>how this links to the overall meaning of the poem</li> </ul> </li> </ul>                             |     |       |       |
| <ul style="list-style-type: none"> <li><b>Context:</b> PTSD and the impact of conflict - I can confidently reference specific contextual details into my analysis and interpretations.</li> </ul>                                                                                                             |     |       |       |
| <ul style="list-style-type: none"> <li><b>Links:</b> I can confidently link this poem thematically to power and conflict as well as other poems.</li> </ul>                                                                                                                                                   |     |       |       |
| <b>An African Thunderstorm by David Rubadiri</b>                                                                                                                                                                                                                                                              |     |       |       |
| <ul style="list-style-type: none"> <li><b>Interpretation:</b> I can confidently state what the overall message / meaning of the poem is.</li> </ul>                                                                                                                                                           |     |       |       |
| <ul style="list-style-type: none"> <li><b>Analysis:</b> I can confidently explain the effect of the language, imagery and symbolism to create shades of meaning.</li> </ul>                                                                                                                                   |     |       |       |
| <ul style="list-style-type: none"> <li><b>Analysis:</b> I can confidently comment on the significance of:               <ul style="list-style-type: none"> <li>extended metaphor</li> <li>free verse</li> <li>enjambment</li> <li>how this links to the overall meaning of the poem</li> </ul> </li> </ul>    |     |       |       |
| <ul style="list-style-type: none"> <li><b>Context:</b> Colonialism - I can confidently reference specific contextual details into my analysis and interpretations.</li> </ul>                                                                                                                                 |     |       |       |
| <ul style="list-style-type: none"> <li><b>Links:</b> I can confidently link this poem thematically to power and conflict as well as other poems.</li> </ul>                                                                                                                                                   |     |       |       |
| <b>Kumukanda by Kayo Chingonyi</b>                                                                                                                                                                                                                                                                            |     |       |       |
| <ul style="list-style-type: none"> <li><b>Interpretation:</b> I can confidently state what the overall message / meaning of the poem is.</li> </ul>                                                                                                                                                           |     |       |       |
| <ul style="list-style-type: none"> <li><b>Analysis:</b> I can confidently explain the effect of the language, imagery and symbolism to create shades of meaning.</li> </ul>                                                                                                                                   |     |       |       |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| <ul style="list-style-type: none"> <li>• <b>Analysis:</b> I can confidently comment on the use: <ul style="list-style-type: none"> <li>○ regular sestets</li> <li>○ repetition of key words and word sounds</li> <li>○ how this links to the overall meaning of the poem</li> </ul> </li> </ul> |  |  |  |
| <ul style="list-style-type: none"> <li>• <b>Context:</b> Zambian culture and the 'coming of age' initiation - I can confidently reference specific contextual details into my analysis and interpretations.</li> </ul>                                                                          |  |  |  |
| <ul style="list-style-type: none"> <li>• <b>Links:</b> I can confidently link this poem thematically to power and conflict as well as other poems.</li> </ul>                                                                                                                                   |  |  |  |
| <b>Whilst Leila Sleeps by Jackie Kay</b>                                                                                                                                                                                                                                                        |  |  |  |
| <ul style="list-style-type: none"> <li>• <b>Interpretation:</b> I can confidently state what the overall message / meaning of the poem is.</li> </ul>                                                                                                                                           |  |  |  |
| <ul style="list-style-type: none"> <li>• <b>Analysis:</b> I can confidently explain the effect of the language, imagery and symbolism to create shades of meaning.</li> </ul>                                                                                                                   |  |  |  |
| <ul style="list-style-type: none"> <li>• <b>Analysis:</b> I can confidently comment on the use of: <ul style="list-style-type: none"> <li>○ dramatic monologue</li> <li>○ half rhyme</li> <li>○ caesura</li> <li>○ how this links to the overall meaning of the poem</li> </ul> </li> </ul>     |  |  |  |
| <ul style="list-style-type: none"> <li>• <b>Context:</b> Mother-child relationships, identity and universality - I can confidently reference specific contextual details into my analysis and interpretations.</li> </ul>                                                                       |  |  |  |
| <ul style="list-style-type: none"> <li>• <b>Links:</b> I can confidently link this poem thematically to power and conflict as well as other poems.</li> </ul>                                                                                                                                   |  |  |  |
| <b>Analysis of Poetic Devices:</b>                                                                                                                                                                                                                                                              |  |  |  |
| For each device, I can identify where and/or how it has been used and what the effect is.                                                                                                                                                                                                       |  |  |  |
| • Enjambment                                                                                                                                                                                                                                                                                    |  |  |  |
| • Caesura                                                                                                                                                                                                                                                                                       |  |  |  |
| • End stop                                                                                                                                                                                                                                                                                      |  |  |  |
| • Free verse                                                                                                                                                                                                                                                                                    |  |  |  |
| • Stanza types (couplet, tercet, quatrain, quintain, sestet)                                                                                                                                                                                                                                    |  |  |  |
| • Dramatic monologue                                                                                                                                                                                                                                                                            |  |  |  |
| • Extended Metaphor                                                                                                                                                                                                                                                                             |  |  |  |
| • Personification                                                                                                                                                                                                                                                                               |  |  |  |
| • Semantic field                                                                                                                                                                                                                                                                                |  |  |  |
| • Plosives                                                                                                                                                                                                                                                                                      |  |  |  |
| • Sibilance                                                                                                                                                                                                                                                                                     |  |  |  |
| • Assonance                                                                                                                                                                                                                                                                                     |  |  |  |
| • Consonance                                                                                                                                                                                                                                                                                    |  |  |  |
| • Cacophony                                                                                                                                                                                                                                                                                     |  |  |  |
| • Rhyming couplet                                                                                                                                                                                                                                                                               |  |  |  |
| • Half Rhyme                                                                                                                                                                                                                                                                                    |  |  |  |
| • Pararhyme                                                                                                                                                                                                                                                                                     |  |  |  |
| <b>Comparison of poems</b>                                                                                                                                                                                                                                                                      |  |  |  |
| <ul style="list-style-type: none"> <li>• I can use comparative connectives to link my ideas between two poems for similarities and differences</li> </ul>                                                                                                                                       |  |  |  |
| <ul style="list-style-type: none"> <li>• I can clearly identify relevant thematic links between poems</li> </ul>                                                                                                                                                                                |  |  |  |
| <ul style="list-style-type: none"> <li>• I can identify key quotations to support my comparisons</li> </ul>                                                                                                                                                                                     |  |  |  |
| <ul style="list-style-type: none"> <li>• I can compare the contextual background of poems</li> </ul>                                                                                                                                                                                            |  |  |  |
| <ul style="list-style-type: none"> <li>• I can compare the intentions and overall meaning of poems</li> </ul>                                                                                                                                                                                   |  |  |  |
| <ul style="list-style-type: none"> <li>• I can confidently decide on which poems are the best to use for a comparison</li> </ul>                                                                                                                                                                |  |  |  |

