Below are your tasks for the next seven days in the subject listed above.

Present New Information:

- Students must reflect on the work from the previous session – Tissue by Imtiaz Dharker. Students must compare their annotations of Tissue with the one provided. Note down anything that they have missed in their own annotation. Watch this video that discusses some of the themes of the poem, as well as rhyme scheme - https://www.loom.com/share/a29f24ec5cb24ab492af6dae4eca0953
- Use the Quizlet link to test the poetry terminology in the Q4K - https://quizlet.com/MrDawesQ3/folders/english-literature/sets
- Students must then read War Photographer by Carol Ann Duffy and complete the context questions and the questions on the poem.
- Students can use this website to read about Carol Ann Duffy and the poem War Photographer - https://www.litcharts.com/poetry/carol-ann-duffy/war-photographer

Apply: Complete the Analysis grids for War Photographer using the supporting resources, your Q4Ks, and the websites. Work to be completed on computer, or on lined paper. Try writing the poem in the middle of a page, then do the annotations around the outside. Choose three quotes from War Photographer that you feel reflect Duffy’s feelings towards Conflict in the best way and annotate them – explain why you feel these quotes are the best at representing Duffy’s feelings. Remember to use the three colour method for your annotations.

Extension task:
1). Poetry competition https://foyleyoungpoets.org/
   - Select a topic to write about. (The Seasons, Love, Family, Loss)
   - Commit to a form (Refer to the Q4K)
   - Include poetic devices (metaphors, oxymoron, alliteration)

Extension task: How does Duffy present the horrors of war within the poem?
1. Dharker's poetry deals with themes of identity, the role of women in contemporary society and the search for meaning.

2. The poem is written from the point of view of someone today looking out at the conflict and troubles of the modern world.

3. The poem remarks how nothing is meant to last, that it would be better not to hold too tightly to such things.

4. In the poem, paper could symbolise creativity, possibly, or the disposable nature of humans, especially when it comes to conflict.

5. In modern day society, paper has become something that is shown to be easily disposable.

**Anthology Poem – Key Info Sheet!**

Poem Title – Tissue

Poet – Imtiaz Dharker

Number of stanzas – Ten

Number of lines – Thirty Seven

Rhyme Scheme? – Inconsistent rhymes scheme with some examples of internal rhyme.

What is the message of the poem?

The poem shows how fragile, precious, and potential-filled life is – we can have a great impact on the world, but nothing lasts (or should last) forever, so we should enjoy it while we can.
Form – Free Verse – the poem seems to form no fixed rules of rhyme or prosody (structure). This might reflect the endless possibilities that paper has – it can have any form, and no form. Perhaps it also represents that the world as it is, though it seems to, has no real structure; is this because it will be reformed anyway? Sense of understanding of the Power of Nature, in that the world will reform itself, no matter what we do – sense of awe?

Other uses of light in the poem could be used to signify nature and the power of nature. For example, in stanza seven, Dharker mentions the fact that daylight can still break through the blocks and monoliths that are cities and skyscrapers. Shows the power of god, but also the power of nature.

Conceit – Paper – represents all the uses of paper – it can be used to record great thoughts, memories, information (maps), records of sales and even us – paper, like humanity, has so many incredible qualities, and has been so flexible in how it has adapted to the world. Perhaps it also represents how things were simpler in the past, with more significant things being recorded – comment on how humanity has lost sight of this bigger picture? Dharker seems to be more positive about paper’s ability to record great events – have we lost our way? Are we too consumed with shallow, materialistic gain, than we should be about moving the world forward? Reflect on humanity’s power to influence the world – perhaps desire a move back to the past?

Punctuation – consistent Caesura and Enjambment – Lines flow in an almost natural way from one to the next – does this reflect that the power of Humanity flows from generation to generation, or to each part of the world? Caesura creates opportunities for the reader to pause and reflect with the poet, building up the effective imagery and ideas – possible irony that the poet builds up their message in the same way they say paper can be used? Reader is supposed to realise their role in the world (they should try and move the world on, rather than become obsessed with material things) and try to enjoy it.

Lexical field of construction – ‘architect’; ‘brick or block’; ‘grand design’ – Contrast between what we use now – imagery is simple and linear – nothing special can be made – is this what our society creates? By using the paper (humanity’s potential and ability), amazing things could be created – allusion to God (‘grand design with living tissue’) – are we not fulfilling our divine purpose? Reader is supposed to realise the potential they have, and that their current world is not using it.

Quartets (before final line) – Does this reflect the orthodox shape of paper – it has remained broadly the same through time (like Humanity) – though the structure is the same, the potential for use is almost endless. Final line converts the image clearly into us – we have all of the potential and greatness of paper (humanity) – it is what we do with it now that counts. Reader is supposed to realise the potential they have, and that their current world is not using it.
Task Two – Quizlet Poetry Revision Quiz

- Go to the following link - https://quizlet.com/MrDawesQ3/folders/english-literature/sets
- Click on the tab that says “Poetry Terminology”
- Once that page has loaded, click on the link that says “Test”.
- Take the quiz (without using your Q4K) and make a note of what your score out of 20 is.
- When you email your Learning Consultant your English work, let them know what your score was.
- You can continue to explore Quizlet – it’s great for revision and testing your knowledge of the poetry terminology.
Carol Ann Duffy  
(b. 1955)  

War Photographer

1 In his darkroom he is finally alone  
with spools of suffering set out in ordered rows.  
The only light is red and softly glows,  
as though this were a church and he  
a priest preparing to intone a Mass.  
Belfast. Beirut. Phnom Penh. All flesh is grass.

He has a job to do. Solutions slope in trays  
beneath his hands, which did not tremble then  
though seem to now. Rural England. Home again  
to ordinary pain which simple weather can dispel,  
to fields which don't explode beneath the feet  
of running children in a nightmare heat.

Something is happening. A stranger's features  
faintly start to twist before his eyes,  
a half-formed ghost. He remembers the cries  
of this man's wife, how he sought approval  
without words to do what someone must  
and how the blood stained into foreign dust.

A hundred agonies in black-and-white  
from which his editor will pick out five or six  
for Sunday's supplement. The reader's eyeballs prick  
with tears between the bath and pre-lunch beers.  
From the aeroplane he stares impassively at where  
he earns his living and they do not care.
Carol Ann Duffy is a celebrated British poet and held the title of Poet Laureate for the United Kingdom from 2009-2019. Although she is known for writing poems about love, her poetry often takes a darkly comic look at life’s tragedies and gives a voice to those who are overlooked by society. One reviewer said that her poetry is “spoken in the voices of the urban disaffected, people on the margins of society who harbour resentments and grudges against the world.” In this particular poem, she explores the reality of a photographer who is sent out to warzones.

She was moved to write this poem as a result of her friendship with a photographer, whose job it was to take photographs for newspapers in places of conflict and war. Duffy was moved by the fact that the photographers have to capture images of war, but are not allowed to do anything to stop it. In the poem, she considers the effects of this and how these people are often not thought about when we write and talk about war.

War Photographer seeks to make us aware of both the personal heartache the photographer must feel, and the way that we, at home, treat war and conflict as meaningless, when actually, lives are being destroyed by it.
Task Three – Tissue

1. Which title did Duffy hold?
2. What kind of poems is Duffy known to write primarily?
3. How else has Duffy used her poetry?
4. What was it that inspired her to write this poem?
5. Is it surprising that Duffy chose to write about war from this perspective?
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<thead>
<tr>
<th>Question</th>
<th>Answer (in full sentences)</th>
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<tr>
<td>In the first stanza, the poet uses religious imagery. Can you spot any examples?</td>
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<td>Why do you think the poet uses this imagery?</td>
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<td>In the third stanza, why do you think the person in the photograph is called a “half-formed ghost”? What has happened to them?</td>
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<td>Read what happened to the person in the photograph – how does it make you feel?</td>
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<td>Why do you think the poet tells us that the photographer’s editor (their boss) only picks five or six images from the hundred they are given?</td>
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<td>What does the word ‘impassively’ mean?</td>
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<td>Why does the photographer stare “impassively” at England when they return home</td>
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<tr>
<th>Task</th>
<th>Hint?</th>
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<tr>
<td>How is punctuation used effectively in the poem?</td>
<td>Think about the pauses it creates or why pauses aren't there!</td>
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<td>How is sibilance used in different parts of the poem?</td>
<td>Consider what sibilance could be used to reflect.</td>
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<td>What is the form of the poem? Can you link the rhyme scheme into this?</td>
<td>Think about how the poet feels about conflict – how does the figure present this?</td>
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<td>How are similes used to create effective imagery in the poem?</td>
<td>What links might the poet be making with this imagery?</td>
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<tr>
<td>How are opposites used in the final stanza effectively?</td>
<td>Do you think society thinks it doesn’t care about war and conflict?</td>
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