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

**Present New Information:**

- Students must reflect on the work form the previous session – War Photographer by Carol Ann Duffy. Students must compare their annotations of Carol Ann Duffy 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/95df81a0b3ce4aefb8a4f4a57f39e71b](https://www.loom.com/share/95df81a0b3ce4aefb8a4f4a57f39e71b)
- Use the Quizlet link to test the poetry terminology in the Q4K - [https://quizlet.com/MrDawesQ3/folders/english-literature/sets](https://quizlet.com/MrDawesQ3/folders/english-literature/sets)
- Students must then read Extract from The Prelude and complete the context questions and the questions on the poem.
- Students can use this website to read about William Wordsworth and the poem Extract from The Prelude – [https://www.bbc.co.uk/teach/class-clips-video/english-literature-gcse-william-wordsworth-the-prelude/zdfxpg8](https://www.bbc.co.uk/teach/class-clips-video/english-literature-gcse-william-wordsworth-the-prelude/zdfxpg8)
  [https://www.youtube.com/watch?v=Er3yjeAF2W0](https://www.youtube.com/watch?v=Er3yjeAF2W0)

**Apply:** Complete the Analysis grids for Extract from The Prelude 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 Extract from The Prelude that you feel reflect Wordsworth’s feelings towards Nature in the best way and annotate them – explain why you feel these quotes are the best at representing Wordsworth’s feelings. Remember to use the three colour method for your annotations.

**Extension task:**

1. Poetry competition [https://foyleyoungpoets.org/](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 Wordsworth show his feelings towards Nature in Extract from The Prelude?
1. Carol Ann Duffy’s title was the Poet Laureate for the United Kingdom.
2. Carol Ann Duffy is typically know for her poetry on love.
3. Duffy, however is also known for poetry which takes a darkly comic look at life’s tragedies and gives a voice to those who are overlooked by society.
4. Duffy was inspired to write War Photographer through a her friendship with a photographer whose job it was to photographs for a newspaper, reporting from places of conflict. The photographer was powerless in stopping the conflict but has of witness the many horrors of war.
5. It is surprising not that Duffy wrote this poem as she likes to speak for those voiceless in society. This poem makes the reader aware of the personal heartache the photographer must feel, and the way we at home, treat war and conflict as meaningless, when the lives of many are being destroyed.

Anthology Poem – Key Info Sheet!

Poem Title – War Photographer
Poet – Carol Ann Duffy
Number of stanzas – Four
Number of lines – Twenty Four
Rhyme Scheme? – Regular Rhyme - ABBCDD

What is the message of the poem?
The poem shows the hidden impacts of the war on those who experience it, at all levels, and the lack of care that those in power, and back at home, have for those who suffer at war, when their lives are comfortable.
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.
Form – Dramatic Monologue – told from the point of view of a figure whose job is to photograph images of war for a newspaper. The form allows the poem to feel personal, as we see the juxtaposition between the development of the photographs at home, and the memories of what he has seen. This sharpens the sense of tragedy in the poem, as well as making it more relatable to the reader. Sense of deepening Pathos towards the photographer as the poem progresses/sense of immersion in their story.

Rhyme scheme – Regular rhyme ABBBCCD – the regular rhyme scheme is ‘set out in ordered rows’ like the photographer’s spools. The regularity of the rhyme scheme could perhaps echo the repetition of how the public, at home, view and react to conflict, especially when it does not directly impact them. It could also reflect how the war photographer will return to war to share the suffering of the victims of war for it to be ignored. Sense of deepening Pathos towards the photographer as repetitive nature of war and the publics reception to war is draining.

Juxtaposition – images of war with images from home. The photographer reflects on how easy those back home have it, and how little difficulty they face in their lives. This contrast reflects the figure’s frustration in the final stanza of the poem – the editor selects the best photos, without caring for the ‘agonies’ of the people; the reader feels sadness between their relaxed Sunday morning routine – reflects the hypocrisy of those back home – they do not really care, and do not understand like the photographer does. Sense of sympathy towards the photographer, as his frustration is understandable; sense of indignation towards developed societies for not paying proper attention to suffering.

Enjambment and Caesura – Enjambment – lines in poetry without punctuation seen throughout the poem. The enjambment reflects the gradual revealing of the photograph as it develops. The flow of the lines seem to mimic the picture developing but the big picture is revealed to the reader, who is able to see the disconnect between the their own live and those at war. Caesura – a pause in the line of poetry. ‘Something is happening’ – This is a turning point as the photograph begins to develop. The full stop acts a pause between the photographer’s memories of war and the reality of being home but attached to the war. Sense of deepening Pathos towards the photographer as they have experienced such awful things.

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<table>
<thead>
<tr>
<th>Question</th>
<th>Answer (in full sentences)</th>
</tr>
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<tbody>
<tr>
<td>In the first stanza, the poet uses religious imagery. Can you spot any examples?</td>
<td>The religious image used in the Stanza One is 'The only light is red and softly glows, as though this were a church and he/ a priest preparing to intone a Mass'.</td>
</tr>
<tr>
<td>Why do you think the poet uses this imagery?</td>
<td>The poet uses imagery to present relatable images to the reader. Additionally, the imagery may be used to protect the readers from the graphic nature and images of war.</td>
</tr>
<tr>
<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>
<td>The person in the photograph is called a ‘half-formed ghost’ as the picture is going through a stage of developing. However, the person could be called a ‘half-formed ghost’ as the subject matter of the photograph has died. Furthermore, it could suggest that the photographer could be haunted by the suffering he witnessed.</td>
</tr>
<tr>
<td>Read what happened to the person in the photograph – how does it make you feel?</td>
<td>The person in the photograph seems to be dying in front of his family. This does create a sense of sympathy for all involved including the photographer. They are all part of this war, whether they wanted to part of it like the photographer or not like the ‘half-formed ghost’.</td>
</tr>
<tr>
<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>
<td>This revelation that hundreds of the photographs will be discarded reveals a negative Western attitude to foreign conflict. There seems to be a complete disregard of the human life as the emotionless acts of throwing away hundreds of images depicting their suffering speaks of a lack of compassion, sympathy and interest in the suffering of others.</td>
</tr>
<tr>
<td>What does the word ‘impassively’ mean?</td>
<td>The adverb, impassively means without emotion, to be somewhat apathetic.</td>
</tr>
<tr>
<td>Why does the photographer stare “impassively” at England when they return home</td>
<td>The photographer may stare ‘impassively’ on his return to England has he may feel disconnected from this homeland. He has seen and will continue to see the horrors of the world but be unable to have an impact on it as the Western world refused to recognise and act on the problem.</td>
</tr>
</tbody>
</table>
William Wordsworth  
(1770–1850)

Extract from, The Prelude

1 One summer evening (led by her) I found  
A little boat tied to a willow tree  
Within a rocky cove, its usual home.  
Straight I unloosed her chain, and stepping in 
5 Pushed from the shore. It was an act of stealth  
And troubled pleasure, nor without the voice  
Of mountain-echoes did my boat move on;  
Leaving behind her still, on either side,  
Small circles glittering idly in the moon,  
10 Until they melted all into one track  
Of sparkling light. But now, like one who rows,  
Proud of his skill, to reach a chosen point  
With an unswerving line, I fixed my view 
Upon the summit of a craggy ridge,  
15 The horizon’s utmost boundary; far above  
Was nothing but the stars and the grey sky,  
She was an elfin pinnacle; lustily  
I dipped my oars into the silent lake,  
And, as I rose upon the stroke, my boat 
20 Went heaving through the water like a swan;  
When, from behind that craggy steep till then  
The horizon’s bound, a huge peak, black and huge,  
As if with voluntary power instinct,  
Upreared its head. I struck and struck again,  
25 And growing still in stature the grim shape  
Towered up between me and the stars, and still,  
For so it seemed, with purpose of its own  
And measured motion like a living thing,  
Strove after me. With trembling oars I turned,  
30 And through the silent water stole my way

Back to the covert of the willow tree;  
There in her mooring-place I left my bark, —  
And through the meadows homeward went, in grave  
And serious mood; but after I had seen 
35 That spectacle, for many days, my brain  
Worked with a dim and undetermined sense  
Of unknown modes of being; o’er my thoughts  
There hung a darkness, call it solitude  
Or blank desertion. No familiar shapes 
40 Remained, no pleasant images of trees,  
Of sea or sky, no colours of green fields;  
But huge and mighty forms, that do not live  
Like living men, moved slowly through the mind  
By day, and were a trouble to my dreams.

Vocab List

Cove – a small, sheltered area.
Unswerving – not changing
Summit – top
Craggy ridge – a rocky hill
Horizon – the point at which you cannot see any further — where the sky meets the land.
Elfin – small and delicate
Pinnacle – small boat
Lustily – with lots of energy and enthusiasm.
Upreared – raised
Covert – secret or hidden area.
Modes of being – ways of doing things.
Solitude – being alone
William Wordsworth was born on April 7th, 1770, in Cumberland, England. Although he grew up surrounded by nature and mountains, he lost his parents during childhood. Wordsworth spent time in France, where he believed in the French Revolution, hoping for something similar in Britain. He, along with people like Samuel Taylor Coleridge, believed in the beauty of Nature, and that spending time in Nature brought you closer to God.

The clash between these extreme ideas about the world and his own emotional connection to it led to the development of the Romantic style of poetry. Wordsworth will be remembered for creating the Romantic style, which put more importance on the expression of emotion and feeling than the formal structures, rhyme schemes and forms of poems.

Wordsworth believed that, when being born, human beings move from a perfect, pure place, into the imperfect, unideal Earth. As children, some memory of the former purity and glory in which they lived remains, which is best shown through their relationship with Nature. The Prelude was Wordsworth’s way of writing an autobiography about his life, and his connection and love of Nature. The extract we are focusing on tells the story of when he stole a boat!
Task Three – Extract from The Prelude.

1. When and where was William Wordsworth born?

2. What did the clash between the ideas Wordsworth learned in France lead to?

3. What will Wordsworth be remembered for creating?

4. What did Wordsworth believe happened when we were born?

5. Why did Wordsworth write The Prelude?

Anthology Poem – Key Info Sheet!

Poem Title –

Poet –

Number of stanzas –

Number of lines –

Rhyme Scheme? –

What is the message of the poem?
## Task Four – Extract from The Prelude.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>What explanation does the speaker give for finding the boat?</td>
<td></td>
</tr>
<tr>
<td>What does the phase ‘troubled pleasure’ suggest about the speaker’s actions and feelings?</td>
<td></td>
</tr>
<tr>
<td>Pick out one image that suggest he was a strong oarsman (rower)?</td>
<td></td>
</tr>
<tr>
<td>Which line marks a change in the tone of the poem? Why?</td>
<td></td>
</tr>
<tr>
<td>What is the effect of the anatanclasis (repetition of ‘and’) in lines 24 – 29?</td>
<td></td>
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<tr>
<td>Why does the huge peak seem to grow in size?</td>
<td></td>
</tr>
<tr>
<td>What do you understand by the lines, ‘But huge and mighty forms, that do not live/Like living men’?</td>
<td></td>
</tr>
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<th>Task</th>
<th>Hint?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is the lexical field of Light used in the poem?</td>
<td>See if it relates back to the message of the poem.</td>
</tr>
<tr>
<td>How is Pathetic Fallacy used in the poem?</td>
<td>Think about how we are supposed to feel towards Nature!</td>
</tr>
<tr>
<td>How are Similes used in the poem?</td>
<td>See if it relates back to the message of the poem!</td>
</tr>
<tr>
<td>What is the form of the poem? What is the Metre of the poem?</td>
<td>Try and see if there is a Metre – count the syllables!</td>
</tr>
</tbody>
</table>