

GRAYS TUITION CENTRE – Online Tutoring

WEEK: 4

Week Beginning: (11/01/2020)

Subject: ENGLISH

Year: 11

Lesson Objective:

- Understanding how to analyse unseen poetry.
- Reading and analysing poems and being able to compare two unseen poems in an exam question.

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Keywords/ Concepts

- Poetry
- Comparison

Class Worksheets

- Two poems- 'Spellbound' and 'Below on the Greens Corrie'
- Worksheet on nature
- Analytical questions and comparative exam question.

Homework Worksheets

- Given a poem to compare with one from the lesson.

Additional Notes

Pre reading

In what ways might you consider the following elements of nature powerful? Explain your reasons in the middle column and then write a simile, metaphor or piece of personification to describe this natural element in a poetic style.

| Aspect of nature | Why powerful? | Poetic description |
|------------------|---------------|--------------------|
| night | | |
| wind | | |
| trees | | |
| storm | | |
| clouds | | |
| mountains | | |
| darkness | | |
| sun | | |

Poem one

'Spellbound' by Emily Brontë

The night is darkening round me,
The wild winds coldly blow;
But a tyrant spell has bound me
And I cannot, cannot go.

The giant trees are bending
Their bare boughs weighed with
snow.
And the storm is fast descending,
And yet I cannot go.

Clouds beyond clouds above me,
Wastes beyond wastes below;
But nothing drear can move me;
I will not, cannot go.

Quick analysis questions: 'Spell Bound'

1. How does the use of rhyme/ verbs in the first stanza suggest the speaker is entranced by nature?
2. What imagery might suggest that nature can be dangerous, yet impressive?
3. What language or structure techniques might show the speaker is under nature's spell in the last stanza?
4. Could this poem be romantic? Why/ why not? Remember, its unseen so you can make analytical assumptions, you do not need to know that the writer is 100% romantic!
5. Explore the poems use of punctuation and structure. Talk about stanzas, the semi colons, and any other structural devices you can find.
6. What effect does this poem have on the reader?

The mountains gathered round me
like bandits. Their leader
swaggered up close in the dark light,
full of threats, full of thunders.

But it was they who stood and delivered.
They gave me their money and their lives.
They filled me with mountains and thunders.

My life was enriched
with an infusion of theirs.
I clambered downhill through the ugly weather.
And when I turned to look goodbye
to those marvellous prowlers
a sunshaft had pierced the clouds
and their leader,
that swashbuckling mountain,
was wearing
a bandolier of light

Quick analysis questions on Below the Green Corrie.

1. What does a bandit do and what impressions does this create of the mountains?

What elements of nature seem powerful in an unpleasant way and what

2. elements of nature seem powerful in a more positive way?
3. What do you notice about the structure of the poem, in contrast to 'Spellbound'? What could this imply about nature?

Connections

- What similarities can you identify between the two poems?
- What differences can you identify between the two poems?

Exam styled question.

Compare the ways the writers present nature in 'Spellbound' and 'Below the Green Corrie'. In your answer you should compare:

- The ideas in the poems
- The poets use of language
- The poets use of form and structure.

Use evidence from the poems to support your comparison.

Further poem to help build confidence.

Past and present

Use one colour to underline events happening in the present and another to show events in the writer's past.

Draw arrows to those words which show that Lawrence does not want to be reminded so strongly of the past.

Softly, in the dusk, a woman is singing to me;
Taking me back down the vista of years, till I see
A child sitting under the piano, in the boom of the tingling strings
And pressing the small, poised feet of a mother who smiles as she sings.

In spite of myself, the insidious mastery of song
Betrays me back, till the heart of me weeps to belong
To the old Sunday evenings at home, with winter outside
And hymns in the cosy parlour, the tinkling piano our guide.

So now it is vain for the singer to burst into clamour
With the great black piano appassionato. The glamour
Of childish days is upon me, my manhood is cast
Down in the flood of remembrance, I weep like a child for the past.

Draw arrows to those words which show a positive feeling about what he remembers.

Insidious - treacherous or stealthy

Appassionato - a musical term telling the performer to use lots of emotion

Events and feelings

Circle those phrases or lines which describe an event, past or present. Use another colour to circle descriptions of the poet's feelings.

| | | | |
|-----------|--------------------|------------------------------|----------------------------|
| Nostalgia | Childhood memories | Remembering musical evenings | I wish I was a child again |
| Piano | Musical memories | The power of songs | Back to the past |

- What are Lawrence's feelings about childhood and how does he craft his choice of words to convey them?
- Analyse the poet's use of structure.

Homework

Comparing 'The Piano' and 'Only in Sleep'

Only in Sleep

Only in sleep I see their faces,
 Children I played with when I was a child,
 Louise comes back with her brown hair braided,
 Annie with ringlets warm and wild.

Only in sleep Time is forgotten –
 What may have come to them, who can know?
 Yet we played last night as long ago,
 And the doll-house stood at the turn of the stair.

The years had not sharpened their smooth round faces,
 I met their eyes and found them mild -
 Do they, too, dream of me, I wonder,
 And for them am I too a child?

Sara Teasdale

Read Lawrence's poem again and then try to answer the following questions.

- *To what extent are the two poems about the same thing?*
- *Compare the tone of Teasdale's poem with that of Lawrence. How similar do their feelings seem to be? What differences are there?*
- *Compare the two poets' use of language.*
- *Compare the form and structure of the two poems.*