

## Threshold Concept- Year 10- Poetry:

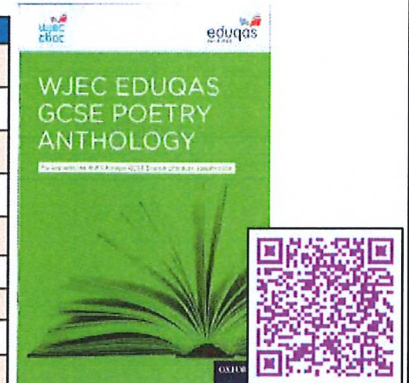
TC1 - Understanding texts

TC2 - Demonstrate an appreciation of the writer's craft through analysis and critically evaluative comments.

TC3 - Show understanding of the relationships between texts, and the contexts in which they were written.

1 sentence summaries of each poem: Full annotations (if on MS Teams) = [Annotated 15 poems.](#)

Poem	1 sentence summary
The Manhunt	The one where a wife writes about her scarred soldier-husband.
Sonnet 43	The one about listing ways you love someone.
London	The one about hating a city and what it represents.
The Soldier	The one about the glory of dying for England.
She Walks in Beauty	The one about the beauty of a mourning woman.
Living Space	The one about the cramped Indian slums.
As Imperceptibly as Grief.	The one about fear of time passing away and death.
Cozy Apolgia	The one about the specialness of a normal "boring" relationship.
Valentine	The one about how love is like an onion
A Wife in London	The one about the wife who finds out her husband has died in South Africa.
Death of a Naturalist	The one about where frogs teach a child about reproduction.
Hawk Roosting	The one about where a bird is compared to humanity.
To Autumn	The one where a season is compared to a woman/ goddess.
Afternoons	The one where about the restrictions of motherhood.
Dulce Et Decorum Est	The one about a WW1 gas attack.
Ozymandias	The one about the broken statue of someone who was powerful.
Mametz Wood	The one about soldiers' remains in farming fields.
The Prelude	The one about the magic of cold winter days.



You should use this info to get the base knowledge needed for each poem.

Using this information can you:

- Recount the main idea from each poem?
- Begin to think about how the poems can be compared to others?

E.g. Dulce Et Decorum Est explores the horrors of war, while the soldier makes out going to war as noble.

How to analyse the poet's craft- use FLIRT to cover a range of different features in your responses.

<b>F</b> orm	Sonnet? Ballad? Free verse? Ode? Narrative poem?
<b>L</b> anguage	Word choices? Adjectives/adverbs? Verbs? Lexical fields? Connotations?
<b>I</b> magery	Similes? Metaphors? Personification? Hyperbole? Senses? Alliteration? Onomatopoeia?
<b>R</b> hyme/structure	Rhyme scheme? Enjambment? Caesura?
<b>T</b> one	Joyful? Depressed? Angry? Ironic? Nostalgic? Shifting?



### Ozymandias example.

**Sonnet** = love poem = Ozymandias loved his power.

"desert" "boundless" "bare" **lexical field** of loneliness reflects how forgotten Ozymandias is now.

"sneer of cold command" strong sounding **alliteration** suggest violence of Ozymandias to his slaves

"Stand of the desert. Near them..." **Caesura** = isolation of the statue.

"Ozymandias- King of kings" **ironic** tone- Ozymandias' power has faded completely.

Linking the content of the poem to the writer's life/ the history behind it! This links to the context of the poem, because...



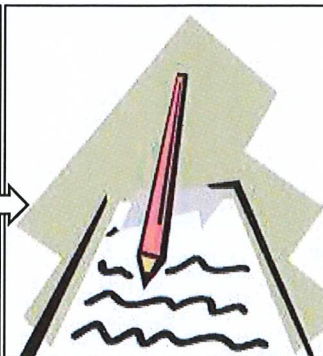
1914- Propaganda posters/ poetry persuades men to go to WW1.



1915- Wilfred Owen enlists in the army.



1915- 1918- Wilfred Owen experiences the horrors of war (including gas attacks).



1917- 1918- Wilfred Owen writes a response to the propaganda that persuaded men to go to war.



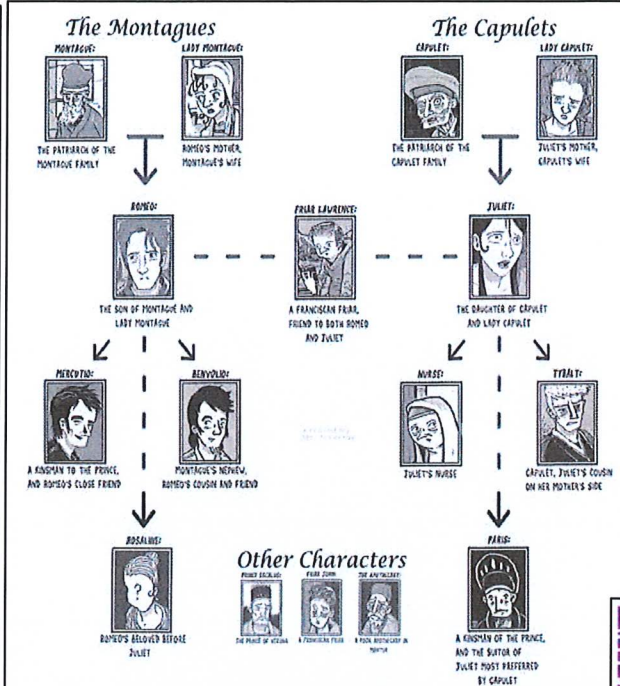
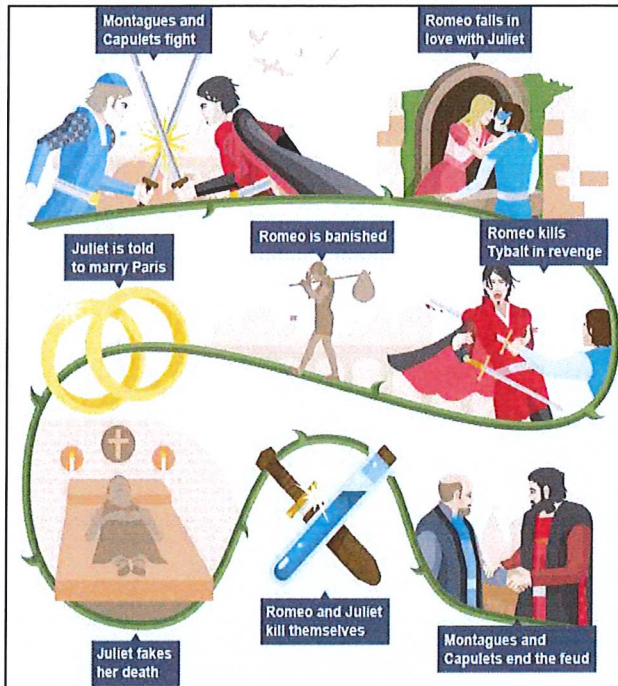
Each of the poems have stories behind them that inspired the writers- make sure you know them and mention them to showcase your knowledge!

**Threshold Concept- Year 10- Romeo and Juliet:**

TC1 - Understanding texts

TC2 - Demonstrate an appreciation of the writer's craft through analysis and critically evaluative comments.

**A plot and character summary of 'Romeo and Juliet:' Full text (if on MS Teams) = [Romeo and Juliet Audiobook](#)**



Using this information can you:

- Recount what happens from start to finish in the play?
- Explain who the primary characters are, and what makes them unique?



You should use this information to get the base knowledge needed for Shakespeare's play.

E.g. Juliet is instructed to marry Paris by Capulet and Lady Capulet, but fakes her death to avoid this.

**How to analyse the writer's craft- mention the writer's name and all of the choices they make. Example on Tybalt (focus on trying to write explanations like you see in the green box below.)**

The character of Tybalt is presented purposely by Shakespeare to be aggressive and deadly: **"turn, Benvolio and look upon thy death"** Shakespeare has Tybalt use an imperative here to command the Montague characters to do what he says as he feels superior to them. His use of the metaphor "death" to describe his sword, shows that he often uses the object with the intention of killing his opponents. The original audience may celebrate Tybalt being like this, as it reflects his masculinity and strength in a world which promoted warrior culture, but a modern audience would more likely see his language as overly violent and completely unnecessary, as conflict is looked down upon more so now.

Key quote written down
Technique identified.
What it shows
Audience reaction(s).

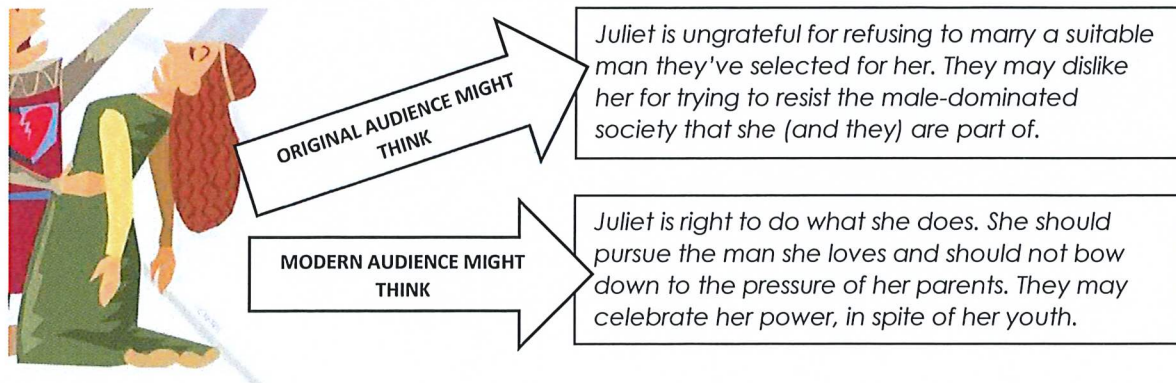
In order to be successful, **you must know a range of different moments** from the whole play. For example, other moments where violence is important include:

- Romeo and Juliet's suicide. "Stabs herself"
- Mercutio's death "a plague on both your houses."
- Romeo kills Tybalt. "They fight; TYBALT falls"



**Developing this further- discussing audience reaction.**

A really effective way to showcase your understanding of the text is by comparing how an original audience might react vs. how a modern audience might react (see the blue part of the WAGOLL above). This is how we do this:



Try to consider, as you read the play, your own reactions to characters/ events. Then compare this to how an audience in the 1590s (with very different views to us) would react.