

## Title: Power and Conflict – Quotation Explosion

**Ozy** \_\_\_\_\_

“Two vast and trunkless legs of \_\_\_\_\_”

“Half sunk, a \_\_\_\_\_ visage lies”

“sneer of \_\_\_\_\_ command”

“king of \_\_\_\_\_”

“colossal wreck, boundless and \_\_\_\_\_”

**My** \_\_\_\_\_

“my last \_\_\_\_\_”

“half-flush that dies along her \_\_\_\_\_”

“My gift of a nine-hundred-years-old \_\_\_\_\_”

“I gave \_\_\_\_\_; / Then all \_\_\_\_\_ stopped together”

“Notice \_\_\_\_\_.../Taming a sea-horse”



Starter for 10

Challenge: Write some personification about the rain

## Title: Power and Conflict – Quotation Explosion

### Ozymandias

“Two vast and trunkless legs of **stone**”

“Half sunk, a **shattered** visage lies”

“sneer of **cold** command”

“king of **kings**”

“colossal wreck, boundless and **bare**”

### My Last Duchess

“my last **Duchess**”

“half-flush that dies along her **throat**”

“My gift of a nine-hundred-years-old **name**”

“I gave **commands**; / Then all **smiles** stopped together”

“Notice **Neptune**.../Taming a sea-horse”



Starter for 10

Challenge: Write some personification about the rain

# QUOTATION CHALLENGE

Rules: complete each task based on the quotation in the middle of the page

**METHODS:** highlight and label the different method(s) Shelley has used in this quotation.

**CONTEXTS:** What parallels can be drawn between pharaoh Ramses II and King George III ?

*“Round the decay  
Of that colossal Wreck, boundless and bare  
The lone and level sands stretch far away.”*

**ZOOM** in on the word “*decay*” to describe the erosion of the statue and explain how this links to Shelley’s wider ideas about power wielded by humans.

**COMPARE:** which other poems explore ideas about the power of nature being far greater than that of humankind?

# QUOTATION CHALLENGE

Rules: complete each task based on the quotation in the middle of the page

**METHODS:** highlight and label the method(s) Blake has used in this quotation.

**CONTEXT:** explain how the poem can be interpreted as a criticism of the Industrial revolution.

*“In every cry of every man  
In every infant’s cry of fear  
In every voice; in every ban  
The mind-forged manacles I hear.”*

**ZOOM** in on the metaphor of *“mind-forged manacles”* and explain the ways in which Blake considers the working class to have been oppressed and exploited.

**COMPARE:** which other poem(s) explore ideas about the abuse of power? How is the abuse of power similar or different to that presented in this poem?

# QUOTATION CHALLENGE

Rules: complete each task based on the quotation in the middle of the page

**METHODS:** highlight and label the method(s) Wordsworth has used in this quotation.

**CONTEXT:** Nature is to be enjoyed but is also to be feared. It is eternal and more powerful than man.

*“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.”*

**ZOOM:** in on the phrase: *“But huge and mighty forms, that do not live Like living men, moved slowly through [my] mind”*. What is suggested about the power of Nature here?

**CONTRAST:** the depiction of Nature here with the depiction of Nature in the poem, ‘Exposure’.

# QUOTATION CHALLENGE

Rules: complete each task based on the quotation in the middle of the page

**METHODS:** highlight and label the method(s) Browning has used in this quotation.

**CONTEXT:** explain how this quotation illustrates ideas about traditional gender roles.

*“She had  
A heart—how shall I say?— too soon made glad,  
Too easily impressed; she liked whate’er  
She looked on, and her looks went everywhere.”*

**EXPLAIN:** what things we learn about the Duke himself through his criticisms of his ‘Last Duchess’.

**COMPARE:** the power of memory presented here with the power of memory in ‘Poppies’, ‘War Photographer’ and ‘Remains.’ Is memory a source of conflict?

# QUOTATION CHALLENGE

Rules: complete each task based on the quotation in the middle of the page

**METHODS:** highlight and label the method(s) Tennyson has used in this quotation.

**CONTEXTS:** Does the Victorian attitude to death in conflict presented here differ from modern attitudes? If so, how?

*“Boldly they rode and well,  
into the jaws of Death,  
into the mouth of hell  
rode the six hundred.”*

**ZOOM** in on the phrase:

*“all the world wonder’d.”*

Explain how this phrase, used twice in the poem, can be interpreted in two very different ways.

**CONTRAST:** the depiction of war here with other war poems in the anthology. Do they share Tennyson’s patriotism or present different perspectives on war?

# QUOTATION CHALLENGE

Rules: complete each task based on the quotation in the middle of the page

**METHODS:** highlight and label the method(s) Owen has used in this quotation.

**CONTEXTS:** explain the significance of Nature attacking the British soldiers in 'ranks on shivering ranks of grey.'

*"Dawn massing in the east her melancholy army  
Attacks once more in ranks on shivering ranks of grey,  
But nothing happens."*

**ZOOM:** in on the phrase "*all their eyes are ice.*" Explore the layers of meaning intended by Owen here.

**COMPARE:** Owen's depiction of man's conflict with Nature here with Heaney's in 'Storm on the Island' How are they similar or different?



# QUOTATION CHALLENGE

Rules: complete each task based on the quotation in the middle of the page

**METHODS:** highlight and label the method(s) Heaney has used in this quotation.

**CONTEXT:** How might one interpret this poem as an allegory for the troubles in Ireland?

*“We just sit tight while wind dives  
and strafes invisibly. Space is a salvo,  
we are bombarded with the empty air.  
Strange, it is a huge nothing that we fear.”*

**ZOOM** in on the phrase: *“the flung spray hits / The very windows, spits like a tame cat / Turned savage.”*  
Explain what this simile conveys about our relationship with Nature.

**COMPARE:** the power of Nature in ‘Prelude’ with the power of Nature in ‘Storm on the Island’. What similarities and differences do you notice?

# QUOTATION CHALLENGE

Rules: complete each task based on the quotation in the middle of the page

**METHODS:** highlight and label the method(s) Hughes has used in this quotation.

**CONTEXT:** Written decades after WWI, the poem is a fictional account of the conflict. Does this make it any less powerful? Why / why not?

*“King, honour, human dignity, etcetera  
Dropped like luxuries in a yelling alarm”*

**ZOOM** in on the phrase: *“In what cold clockwork of the stars and the nations / Was he the hand pointing that second?”*

Explore the conflict presented here.

**COMPARE:** the psychological conflict presented here with the psychological conflict in ‘Kamikaze’. How are the soldiers’ experiences similar to - or different from - one another?

# QUOTATION CHALLENGE

Rules: complete each task based on the quotation in the middle of the page

**METHODS:** highlight and label the method(s) Armitage has used in this quotation.

**CONTEXTS:** the poem alludes to Macbeth (V.iii.57-58) and (II.ii.60-62). What have these two soldiers got in common?

*“He’s here in my head when I close my eyes,  
dug in behind enemy lines.”*

**ZOOM** in on the phrase: *“End of story, except not really.”* Explore how this line functions as the volta in this dramatic monologue.

**COMPARE:** this soldier’s experience of conflict with the war photographer’s. Are their experiences similar or different? In what ways?

# QUOTATION CHALLENGE

Rules: complete each task based on the quotation in the middle of the page

**METHODS:** highlight and label the method(s) Weir has used in this quotation.

**CONTEXT:** Chronologically, this poem is the first female perspective of conflict and its effects in the anthology. What does this suggest?

*“After you'd gone I went into your bedroom,  
released a song bird from its cage.”*

**ZOOM** in on the phrase: *“traced the inscriptions on the war memorial”* and explain the poignant significance of tactile imagery here.

**CONTRAST:** the psychological conflict presented here with that of ‘My Last Duchess’. What similarities and differences do you notice?

# QUOTATION CHALLENGE

Rules: complete each task based on the quotation in the middle of the page

**METHODS:** highlight and label the method(s) Duffy has used in this quotation.

**CONTEXT:** War photographer Kevin Carter committed suicide. Duffy's poem explores the psychological impact on civilians involved in conflict.

*“Something is happening. A stranger’s features faintly start to twist before his eyes, a half-formed ghost.”*

**ZOOM** in on the phrase: *“as though this were a church and he a priest preparing to intone a Mass.”* and explain the significance of the comparison.

**COMPARE:** the presentation of conflict with the power of one's memory in this poem and the monologue, 'Remains'. What similarities and differences do you notice?

# QUOTATION CHALLENGE

Rules: complete each task based on the quotation in the middle of the page

**METHODS:** highlight and label the method(s) Dharker has used in this quotation.

**CONTEXT:** is it about the power of people to outlast our modes of documenting our existence – or is it about the fragility of human tissue?

*“find a way to trace a grand design  
with living tissue, raise a structure  
never meant to last”*

**ZOOM** in on the phrase: *“Paper that lets the light shine through, this is what could alter things.”* Explain what you understand it to mean in the context of ‘tissue’.

**CONTRAST:** the presentation of the fragile nature of human power in this poem with ‘Ozymandias’. How are they similar or different?

# QUOTATION CHALLENGE

Rules: complete each task based on the quotation in the middle of the page

**METHODS:** highlight and label the method(s) Rumens has used in this quotation.

**CONTEXT:** a fictional account of a displaced person reflecting on the country of their birth and the importance of their identity.

*“That child’s vocabulary I carried here  
like a hollow doll, opens and spills a grammar.  
Soon I shall have every coloured molecule of it.”*

**ZOOM** in on the phrase: *“my shadow falls as evidence of sunlight.”* Explain the symbolic significance of sunlight in this poem.

**COMPARE:** the presentation of conflicts around identity in this poem and ‘Kamikaze’. What similarities or differences do you notice?

# QUOTATION CHALLENGE

Rules: complete each task based on the quotation in the middle of the page

**METHODS:** highlight and label the method(s) Agard has used in this quotation.

**CONTEXT:** a criticism of the Eurocentric nature of the British education system, which ignored the historical achievements of black people.

*“She still brave the Russian snow  
a healing star  
among the wounded  
A yellow sunrise  
to the dying.”*

**ZOOM** in on the phrase: *“Dem tell me”*, used repeatedly. Explain its significance in the context of the poem.

**COMPARE:** the presentation of the power of cultural identity in this poem and the poem ‘Kamikaze’. How are they similar or different to one another?



# QUOTATION CHALLENGE

Rules: complete each task based on the quotation in the middle of the page

**METHODS:** highlight and label the method(s) Garland has used in this quotation.

**CONTEXT:** an exploration of the impact of psychological conflict for a man who chose his personal identity over his national identity.

*“he must have looked far down  
at the little fishing boats  
strung out like bunting”*

**ZOOM** in on the phrase: *“boats strung out like bunting.”* What is ironic about this image of post-war celebration?

**COMPARE:** ideas about the power of culture in this poem with ‘Checkin’ Out Me History’. What similarities and differences are there? What conflicts does it create?