

Scholars' Year 7 Term 1: Identity	Poems
<p>Everyone has a sense of who they are – a sense of self/an identity. This grows more and more secure as you get older. Your identity may go through many changes.</p> <p>Our identity is made up of a multitude of things. For example: our gender, our race, where we live, our nationality, the language we speak, our class, our hobbies and interests, our families, the education we are given etc.</p> <p>Exploring 'selfhood' and 'identity' is a common theme within literature around the world. Writers of the poems you will study this term are asking: who am I? What are my values and beliefs? How do I fit into my society? These are universal questions we all ask ourselves.</p>	<p><u>Shakespeare – Sonnet 29</u> - The speaker in this poem suggests that his sense of self-worth depends on others. It is also about the power of love to alter your mindset and the danger of comparing yourself to others.</p> <p><u>Wordsworth – I wandered lonely as a cloud –</u> this poem is about how humanity and nature are connected. Wordsworth argues that a strong bond with nature is essential to human happiness.</p> <p><u>John Clare – I Am –</u> This poem is about loneliness and abandonment but still holding on to a sense of who you are despite those feelings.</p> <p><u>Walt Whitman – Song of Myself</u> – This poem is an American epic. It covers the key ideas of: the identification of the self with others and nature, the different parts of the speaker's identity and their connection with the world around them.</p> <p><u>William Blake – A Poison Tree –</u> This poem uses an extended metaphor to describe how anger can grow and grow if it is bottled up and can lead to violence.</p> <p><u>Emily Dickinson – On a Columnar Self –</u> The poem argues that if your sense of self is as sturdy and solid as a stone column then it will support you no matter what.</p> <p><u>William Henley – Invictus –</u> The speaker in this poem explores personal strength and resilience during difficult times.</p> <p><u>Thomas Hardy – The Self Unseeing -</u> In this poem the speaker remembers a childhood experience that brought happiness and joy and wonders about taking things – like your family- for granted when you are young.</p> <p><u>Robert Frost – The Road Not Taken</u>– The speaker in this poem must make a choice between two roads and choose the 'one less travelled'. It is an extended metaphor for difficult choices and choosing individuality over conforming.</p> <p><u>Maya Angelou – Still I Rise –</u> This poem is a declaration of strength and determination from a speaker who has had to face oppression and discrimination because of her gender and race.</p> <p><u>Anais Nin – Risk –</u> This is a poem about taking risks, having courage and making bold decisions.</p> <p><u>Grace Nichols – Island Man –</u> The man in this poem has moved from his home country in the Caribbean to London. It is about his loneliness and homesickness as he gets used to a new way of life.</p> <p><u>Sujata Bhatt – Search for my Tongue</u> – The speaker in this poem fears losing part of her cultural heritage – her language. The poem explores how it feels to have to learn to use a new language and how language is part of our identity.</p> <p><u>Tatamkhula Afrika – Nothing's Changed</u> – This bitter poem is about the discrimination and oppression of Black South Africans during Apartheid. The speaker is disappointed and angry at the way nothing has changed in his home country. The poet explores how racial identity affects the way society treats you.</p> <p><u>Carol Ann Duffy – Originally –</u> This poem is about a child who must emigrate from Scotland to England and the sense of isolation she feels. It is also about losing your childhood identity as you grow older.</p> <p><u>Simon Armitage – Kid –</u> This a dramatic monologue from the point of view of Robin as he learns to be independent from Batman. It is a metaphor for growing up and becoming an adult.</p> <p><u>Audre Lorde – Hanging Fire –</u> In this poem the speaker is facing lots of anxiety about being a teenager but there is also a sense of threat in the poem – conveying how adolescence can be a fearful and dangerous time.</p> <p><u>John Agard – Half Caste –</u> This poem is about the mixed-race identity of the speaker and the way this is perceived and commented on by society.</p> <p><u>Benjamin Zephaniah – Who's Who –</u> In this poem, the poet examines stereotypes and the way we learn to change our opinions as we age.</p> <p><u>Kamau Brathwaite – Limbo –</u> This poem looks at the identity of slaves and the suffering that was endured due to the slave trade.</p>
Poetry Terms	
<p>Speaker/Persona: the character who tells the story in the poem</p> <p>Stanza: a paragraph in a poem</p> <p>Sonnet: a 14 line poem written in iambic pentameter, rhyming couplet at the end</p> <p>Plosives: repetition of the p/b/g/d/m sound in words next to each other</p> <p>Fricatives: repetition of the f/th sound in words next to each other</p> <p>Sibilance: repetition of the S sound in words next to each other</p> <p>Enjambment: a run on line in poetry</p> <p>Caesura: punctuation in the middle of a line of poetry</p> <p>Rhyme scheme: pattern of rhyme in a poem</p> <p>Free verse: poem with no regular rhyme scheme</p> <p>Extended metaphor: extends over the course of multiple lines, paragraphs, or stanzas</p> <p>Imagery: visually descriptive or figurative language</p> <p>Iambic pentameter: a line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable</p> <p>Meter: the rhythm produced by the arrangement of syllables according to the number and type of beats in each line</p> <p>Rhythm: the beat and pace of a poem</p> <p>Dramatic Monologue: a poem written in the form of a speech of an individual character</p>	

Grammar – bounce-back to term 1

Noun types:

- Concrete** – A noun we can see, hear, touch, smell or taste e.g. table
- Abstract** – A noun which we cannot experience with any of the 5 senses e.g. happiness, tension
- Proper** – A noun which is the name or title of something and is capitalised e.g. Bolton, Turton School
- Collective** – A singular word used to group together a plural e.g. a group, a herd, a class

Verb types:

- Dynamic** – A verb that we can see/hear being completed – a deliberate action e.g. I kick, I speak
- Stative** – A verb that we cannot see being completed e.g. I think, I believe
- Imperative** – A commanding verb e.g. Do this work, sit down, let's go
- Modal** – A verb expressing possibility or probability e.g. will, should, could, can, must

- Subject:** Does the action in a sentence or clause
- Past tense:** used to describe things that have already happened and usually have an -ed ending e.g. I walked to school yesterday
- Present tense:** used to describe things that are happening now
- Future tense:** describes things that have yet to happen and usually uses 'will' e.g. I will go tomorrow.

Grammar – bounce-back term 2

Clause types:

Clause - Part of sentence which has a subject and a verb.

Main clause - A clause which would make sense on its own as a full sentence.
e.g. When I get home, I will have my dinner.

Subordinate clause - A clause which would **not** make sense on its own as a full sentence.
e.g. When I get home, I will have my dinner.

Conjunction types:

- Coordinating conjunction** – A conjunction which joins 2 main clauses FANBOYS – for, and, nor, but, or, yet and so
- Subordinating conjunction** – A conjunction which joins a subordinate clause to a main one – e.g. while, as, because, since, if

Sentence types:

Simple sentence – A sentence with only one main clause
e.g. I had a nap after school.

Compound sentence – A sentence with more than one main clause, joined by a coordinating conjunction.
e.g. I went home and I had a nap.

Complex sentence – A sentence with at least one main clause and at least one subordinate clause.
e.g. I had to get a taxi because my car wouldn't start.