COMPARING UNSEEN POEMS KNOWLEDGE ORGANISER

Content – the subject matter, context, mood and atmosphere of the poem.

Subject Matter – Consider these questions:

-What is the poem about? Where/ when is the poem set?
-Are meanings clear or ambiguous? Literal or figurative?
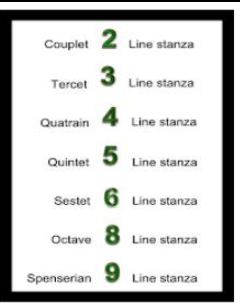-Who is the speaker? What are their thoughts?
-Are there any alternative interpretations?
-What is the key message/ morale of the poem?
-How is the reader intended to react?
-What meanings can be inferred/ deduced?
-Who is the poem written to? What person is the poem written in?
-What themes are in the poem? Why are these significant?

Tone/Atmosphere – Consider these questions:

-How does the speaker/ subject feel?
-What is the feeling that you get when reading the poem? What attitudes does the poem express?
-What mood runs through the poem? Why has the poet done this? What is the poet trying to say?
-Does the mood stay the same throughout the poem, or change in different ideas/ stanzas?
-What ideas is the poet trying to get across through the tone/ atmosphere of the poem?

Context – Consider these questions:

-When/where do you think that the poem was set/written? Does the poem make this clear?
-What were the prevailing ideas/ attitudes at the time? What clues in the poem are there for this?
-Is the poem linked to any historical events? How is this significant?
-How would the intended readers of this poem have reacted?
-How do ideas differ from the modern day/ social norms?
-What messages is the poet trying to get across about the society in which the poem is set/ written? How do you know?

The Poet – Consider these questions:

-Who is the poet and when did they live?
-What happened in the poet's life? Did this influence their poetry?
-What type of family did the poet come from? What type of upbringing did they have?
-What social/ political ideas did the poet hold? How do these affect his/her poetry? What styles/ forms/ language is the poet known for? Are these evident in this poem?
-What messages is the poet be trying to get across to the reader?

Form and Structure – the style of the poem, its rhyme, rhythm, and meter, and how it is set out on the page

Form – The form of a poem is its physical structure. A poem's form is dictated by its stanza structure, line lengths, and rhyme scheme, amongst other features. Here are some common forms of poetry:

Sonnet – A short rhyming poem with 14 lines. Sonnets use iambic meter in each line, and use line-ending rhymes.
Elegy – A poem of serious reflection, normally about the dead.
Narrative – Narrative poems tell the story of events through poetry. There are clear narration, characters and plot.
Epic – A lengthy poem celebrating adventures & accomplishments.
Free Verse – Free verse poems do not follow any rules.
Ballad – A long poem in short stanzas – normally quatrains (4 lines) - that tells a story. They often use repetition.

Rhyme - Rhyme is the 'correspondence of sound between words or the endings of words, especially when these are used at the ends of lines of poetry.'
Poets use rhyme for a number of reasons:
-To make a poem more musical and give it a 'beat' or 'rhythm, or to show creativity and sophistication in language'
-To emphasise particular words/sounds that hold value or add meaning to the poem/ its messages;
- Aid the memory for recitation purposes;
Poets organise the rhyme in their poems using **Rhyme Schemes:**
This can help to establish the form – for example, the English sonnet traditionally holds an ABAB-CDCD-EFEF-GG rhyme scheme.

Stanzas

A stanza is a grouped set of lines in a poem, set apart from other lines by a blank line of indentation.
Stanzas are often used to group related ideas, or show content related to a particular time or place.
Poets manipulate the number, type, and length of stanzas to aid meaning.
Names of stanzas of different lengths are shown on the right.

Couplet	2	Line stanza
Tercet	3	Line stanza
Quatrain	4	Line stanza
Quintet	5	Line stanza
Sestet	6	Line stanza
Octave	8	Line stanza
Spenserian	9	Line stanza

Metre/Rhythm
The metre of a poem is the measured pattern of rhythm created by stressed and unstressed syllables. Rhythm refers to the overall tempo, or pace, at which the poem unfolds.
Poets who write free verse often tend to ignore meter and focus instead on the content and tone of their poem. However, many poems follow a clear metre throughout. Common metres are below:

Iambic: Metre which starts with an unstressed and then a stressed syllable.
Trochaic: Metre which starts with a stressed and then an unstressed syllable.
Dactylic: Metre which starts with a stressed and then 2 unstressed syllables.
Anapestic: Metre which has 2 unstressed and then a stressed syllable.

Key Questions Regarding Structure –
-What is the form of the poem? How do you know?
-Does the poem have a regular or irregular structure? Why?
-How many stanzas does it have? What can be read from this?
-Does the poem rhyme? What rhyme scheme does it use? What is the effect of this? Is the rhyme regular or irregular?
-What can be noted about the line length/ metre?
-What rhythm (if any) runs through the poem? Why did the poet include this line length/ metre/ rhythm in the poem?

Line Type/Length
Lines of poetry can end in two ways – **enjambment** (the sentence runs over two lines) or **end-stopped**. Unlike prose, writers of poetry can end lines where they choose, meaning that the line type and length is often employed to support meaning. The use of long lines, containing enjambment, for example, can reflect complex or even confusing ideas, whilst short, end-stopped lines may be used for dramatic effect, or to allow the reader to dwell on ideas.

Language – vocabulary, phrases, techniques and devices used by the poet.

Interesting Adjectives	Describing words that are specific or beyond the most obvious, creating a clear effect.		"Parting with his poison – Flash of diabolic tail in the dark room - he risked the rain again."	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Interesting Verbs	Doing words that are specific or beyond the most obvious, creating a clear effect.		"Stumbling across a field of clods towards a green hedge That dazzled with rifle fire, hearing Bullets smacking the belly out of the air"	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Imagery	Words or phrases that appeal to any sense or any combination of senses.		"Yellow, and black, and pale, and hectic red, Pestilence-stricken multitudes: O thou, Who chariotest to their dark wintry bed"	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Similes	A comparison between two objects using "like" or "as"		"O my Luve is like a red, red rose That's newly sprung in June O my Luve is like the melody That's sweetly played in tune."	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Metaphors	A comparison between two things in order to give clearer meaning to one of them.		"'Hope' is the thing with feathers— / That perches in the soul And sings the tune without the words/ And never stops - at all"	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Alliteration	The repetition of initial consonant sounds		"With swift, slow; sweet, sour; adazzle, dim; He fathers-forth whose beauty is past change."	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Assonance	The repetition of vowel sounds		"With its leaping, and deep, cool murmur... ...White and shining in the silver-flecked water."	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Repetition	The repeating words, phrases, lines, or stanzas		Keeping time, time, time, In a sort of Runic rhyme, To the tintinnabulation that so musically wells From the bells, bells, bells, bells,	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Onomatopoeia	The use of words which imitate sound		"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."	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Oxymoron	A figure of speech in which apparently contradictory terms appear together.		"Down the close, darkening lanes they sang their way To the siding-shed, And lined the train with faces grimly gay."	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Personification	A figure of speech which gives animals, ideas, or inanimate objects human traits or abilities		"Death, be not proud, though some have called thee Mighty and dreadful, for thou art not so;"	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Hyperbole	Exaggerated statements or claims not meant to be taken literally.		"The sea him lent those bitter tears Which at his eyes he always wears/ And from the winds the sighs he bore, Which through his surging breast do roar."	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?

Adding Connectives – Add to what has already been stated.

In addition   also   and   similarly   moreover   furthermore   as well as   additionally   indeed   let alone   not only   too   another   equally

Contrasting Connectives – Go against what has already been stated.

but   however   in contrast   on the other hand   conversely   in spite of this   actually   in fact   yet   nevertheless   nonetheless   unlike   alternatively