

Poppies	Tissue	My Last Duchess	Checking Out My History	Kamikaze
The poem shows a mother dealing with her child in a conflict or war. Weir show how war affects even those not fighting in wars.	The poem explores how we are connected and linked together through relationships and actions. Dharker reveals how we are all alike.	The poem conveys how men view women in relationships. Browning uses the poem to reveal the problems around how men act and behave.	The poem explores how European culture has dominated in other cultures. Agard reveals how a person's identity can feel trapped and suffocated.	The poem explore how society can influence the way people and families behave. Garland shows the emotional impact war has on families.
<u>Power Message</u> <ul style="list-style-type: none"> Power of memory Power of a mother's love Helplessness of parents 	<u>Power Message</u> <ul style="list-style-type: none"> Power of time Body's weakness Inability to control things around us 	<u>Power Message</u> <ul style="list-style-type: none"> Masculine power /powerlessness Feminine power / powerlessness Power of money / status 	<u>Power Message</u> <ul style="list-style-type: none"> Power of education Power of identity Power of colonisers 	<u>Power Message</u> <ul style="list-style-type: none"> Power of culture / society Powerlessness of individual Power of the family
<u>Conflict Message</u> <ul style="list-style-type: none"> Personal vs. Emotional Home vs. War Public vs. Private 	<u>Conflict Message</u> <ul style="list-style-type: none"> Human vs. Nature Transience vs. Permanence Individual vs. Collective 	<u>Conflict Message</u> <ul style="list-style-type: none"> Power vs. Control Public vs. Private Individual vs. Objectification 	<u>Conflict Message</u> <ul style="list-style-type: none"> Colonial vs. Indigenous Historical vs. Personal Identity vs. Dominance 	<u>Conflict Message</u> <ul style="list-style-type: none"> Individual vs. Societal Expectations Personal vs. Familial Heroism vs. Shame
<u>Vocabulary</u> <ul style="list-style-type: none"> Intimate: Deeply personal and private, often involving a close emotional connection. Maternal: Relating to or characteristic of a mother, showing care and nurturing behaviour. Domineering: Assertively controlling or overbearing, often trying to dominate others. Fragmented- Broken into pieces or parts, lacking cohesion or unity. 	<u>Vocabulary</u> <ul style="list-style-type: none"> Fragility -The quality of being easily broken, damaged, or delicate. Symbolic - Serving as a representation or sign of something deeper. Spirituality - Relating to or concerned with the soul, spirit, or religious or moral values. Philosophical - Concerned with deep, fundamental questions about existence, knowledge, and ethics. 	<u>Vocabulary</u> <ul style="list-style-type: none"> Narcissistic - Having an excessive interest in or admiration of oneself and one's physical appearance or achievements. Materialistic - Overly focused on and concerned with material possessions and wealth. Egotistical- Excessively self-centred or conceited, with an inflated sense of one's own importance. Sinister - Suggesting a sense of impending danger. 	<u>Vocabulary</u> <ul style="list-style-type: none"> Rhythmic-Having a strong, regular pattern of sounds or beats. Assertive- Confidently and forcefully expressing one's opinions. Colloquial- Using informal, everyday language that is characteristic of casual conversation. Rebellious-Resisting authority, control, or tradition, often challenging established norms. 	<u>Vocabulary</u> <ul style="list-style-type: none"> Narrative -Relating to the telling of a story or an account of events and experiences. Evocative- Bringing strong images, memories, or feelings to mind. Haunting- Having a deeply emotional or eerie quality that lingers in the mind. Contemplative- Involving deep thought, reflection, or meditation.
<u>Key Image</u> <i>'a song bird from its cage'</i> The idea that parents protect but also constrict their children's freedom. Children want to be free to explore.	<u>Key Image</u> <i>'paper smoothed and stroked and thinned'</i> The idea that people should be interact with one another and not be alone. Human contact makes us happy.	<u>Key Image</u> <i>'Notice Neptune, ...Taming a sea-horse'</i> <i>Reflects how the Duke views himself as a god and in control over everything and everyone.</i>	<u>Key Image</u> <i>'I carving out me identity'</i> Reflects the pain experienced and the determination to make a change about what has happened.	<u>Key Image</u> <i>'nor did she meet his eyes'</i> Looking people in the eye is a sign of respect. She has no respect for him and doesn't view him as a person.
<u>Key Technique</u> Semantic field of clothes – used to show the closeness of the relationship. A mother clothes and ensures a child is protected.	<u>Key Technique</u> Metaphors – used to show how complex life is and how there is a greater meaning – a grand design.	<u>Key Technique</u> Euphemism – used to show powerless the Duke is. He can only suggest things and cannot say them directly. He is powerless to speak the truth.	<u>Key Technique</u> No punctuation / Rhyme – gives us sense of freedom and control. Punctuation equals rules and order.	<u>Key Technique</u> Colours - reflect how perfect his life is and what he will miss when he dies. Also, how good his life used to be before he returns.
<u>Key Structure Feature</u> The poem is written in free verse to reflect how the mother can no control over her child when it leaves the home.	<u>Key Structure Feature</u> The poem starts with paper and ends with skin to reflect the key metaphor in the poem. We are like paper – fragile and mortal.	<u>Key Structure Feature</u> Dramatic monologue means we only get his voice. The Duchess is silent – voiceless – as he wants her to be.	<u>Key Structure Feature</u> Two tones. One bitter and sarcastic about what he is taught. One positive about the things he should be taught.	<u>Key Structure Feature</u> Poem is mainly told from the daughter's perspective. She copied what mother told her to do.

