**Compare the ways poets present strong feelings in ‘Checking out me history’ and ‘Poppies’**

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|  | **‘Checking out me history’** | **‘Poppies’** | **Comparison (Similarities VS. Differences)** |
| **Context** | White history is more important. Agard challenges this idea | Modern poem. Iraq war.  Loss  Mother and son. |  |
| **Structure** | Different fonts, stranza shapes. Italics and poetic shape for black history. | Poppies - connotations?   * Blood * WWI * Soldiers deaths * Memory * War   Upsetting, tragic, leave strong feelings of loss. |  |
| **Patterns** | Repeats, ‘dem tell me’ and ‘me identity’. 1st one is accusatory, 2nd one is fighting to be heard. | Semantic field of injury:  ‘bandaged’, ‘crimped’, ‘stitch’ – foreshadows (predicts) her son will die in war. Strong feelings of fear. |  |
| **Language** | Uses a creole – to exclude white people. Get his own back. Raises creole to a high status as it is in a poem. Rhythmic, alien. | ‘..graze my nose against the tip of your nose..’  ‘’..smoothed down…’  ‘I rounded up as many white cat hairs…’  Emotive language showing a mother loving and protecting her son. |  |
| **Imagery** | ‘A healing star’ – Mary Seacole  ‘Fire woman’ – Nanny de Maroon- powerful, closer to nature.  Light bearing – showing the way. | Simile – ‘leaned against it like a wishbone’  ‘…released a songbird from its cage’. No matter how hard, a mother gives her children freedom. |  |
| **Theme** | Strong feelings about inequality in history. We all miss out on black history because it is not seen as important. A Eurocentric view of history is taught. | The theme of loss is expressed through imagery and a subdued tone that shows her attempt to keep deep and strong emotions under control. |  |