**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.  |  |