

## Y7 POETRY: WHO WE ARE: KNOWLEDGE ORGANISER

### Key Words

- **Message:** the point a writer is making through their poem
- **Stanza:** a verse in a poem
- **Simile:** directly comparing two things to make a vivid description (using as or like)
- **Metaphor:** referring to something as something else for effect
- **Personification:** when a writer gives human characteristics to an object/something non-human
- **Identity:** The characteristics people have that distinguish them from others

### Key Skills

- **Read and understand** poems about people and places
- Develop **annotation** skills through **identifying terminology**
- Develop **analytical** writing skills
- Consider **effects** of text on reader and the poem's message
- **Learn** a poem and **perform** it

### Poems

<p><b>Island Man – Grace Nichols</b> A comparison of life in London with life in the Caribbean. Metaphor :<i>“small emerald island”</i>, Metaphor: <i>“grey metallic soar”</i></p>	<p><b>In My Country – Jackie Kay</b> A poem about place and identity. Message: <i>“a slow watchful circle”</i>, Personification :<i>“where the honest river shakes hands with the sea”</i></p>
<p><b>Sheffield – Warda Yassin</b> A memoir of growing up in Sheffield. Similes: <i>“we grew tall like tower blocks”</i>, <i>we curved round him like riverbeds”</i></p>	<p><b>Nettles – Vernon Scannell</b> A parent's perspective of challenges children face growing up. Personification: <i>“regiment of spite”</i>, <i>“a funeral pyre to burn the fallen dead”</i>, Message: <i>“would often feel sharp wounds again”</i></p>
<p><b>Still I Rise – Maya Angelou</b> A personal account of rising up out of black oppression. Simile: <i>“I laugh like I've got gold mines diggin' in my own back yard”</i>, <i>“But still, like air, I'll rise”</i>, Message: <i>“I am the dream and the hope of the slave”</i></p>	<p><b>Flag -John Agard</b> A poem which questions the patriotic commitment to a nation's flag and the problems this can lead to. Message: <i>“just a piece of cloth”</i>, <i>“brings a nation to its knees”</i></p>
<p><b>A Century Later -Imtiaz Dharker</b> Written in response to 'Anthem for Doomed Youth'; linking war to the battle for education and human rights for women. Metaphor: <i>“The school-bell is a call to battle”</i>, Message: <i>“she takes the bullet in the head/and walks on”</i></p>	<p><b>Hollow - Vanessa Kisuule</b> Written during the Black Lives Matter protests in the UK in response to the destruction of a statue of a slave trader. Metaphor: <i>“a rain of cheers”</i> Message: <i>“This whole time, you were hollow”</i></p>
<p><b>Granny is- Valerie Bloom</b> A poem celebrating family through cultural identity Metaphor:<i>“Granny is/fried dumplin' and run-dung”</i> Metaphor: <i>“a spider web of magic/around all we”</i></p>	<p><b>Kinky Hair Blues –Una Mason</b> Exploring the idea of identity through hair Identity: <i>‘Gwine find me a beauty shop / cus I ain't belle’</i> Message: <i>‘But I'll be all alone / if I don't fall in.’</i></p>
<p><b>Table- Edip Cansever, translated by J &amp; R Tillinghast</b> A poem which explores the various things which contribute to our identity Identity: <i>“On the table the man put/Things that happened in his mind”</i> Metaphor: <i>“The man kept piling things on.”</i></p>	<p><b>Wild Geese – Mary Oliver</b> A message that we don't have to be perfect; to embrace ourselves as part of nature Message: <i>“You do not have to be good”</i>, Metaphor: <i>“clear pebbles of the rain”</i></p>