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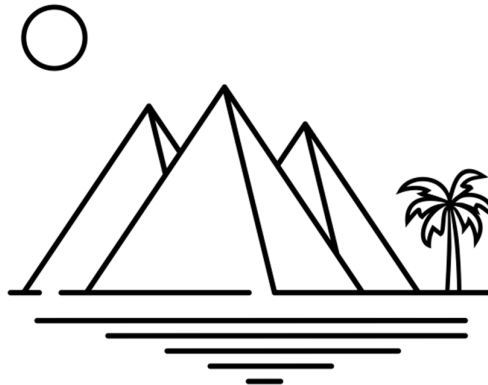
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**Name:**

**Class:**

**Teacher:**



*This booklet has been designed to help you learn the poems in the AQA Power and Conflict cluster from your poetry anthology at home. Work your way through the activities in the booklet. You can fill these out on the computer or print the booklet off and hand write your answers. On various pages there will be directions to other resources you can find online to help you with your studies. If you do not have access to a computer, please do not worry! The most important things you need to know have been set out for you here.*

R ] \P DQG IDV#

## Session 2: Ozymandias

This second session will be based around 'Ozymandias' by Percy Bysshe Shelley. Some of the activities will require you to make notes in this booklet or on a different piece of paper. When you begin to annotate the poem, you can do this in your copies of the poetry anthology if you wish. We will go through these poems again in class when you return to address any misconceptions you might have made. If you have any questions, email your teacher who will get back to you as soon as they can.

### Activity #1 – Pre-reading activities



Spend no more than five minutes on this activity. Consider the title of the poem. Predict what big ideas the poem will explore by reading the information below and complete the activities that follow. Write your answers as annotations around the title.

P DNH#  
SUHGIFWIR QV

Ozy comes from the Greek  
'ozium' which means either 'to  
breathe' or 'air'.

Mandias comes from the Greek  
'mandate' which means 'to  
rule'.

Ozymandias

Using the information provided above, see if you can come up with a literal translation of what 'Ozymandias' means.

'Ozymandias' is centred around one of the Pharaohs of Ancient Egypt. Using the information above, predict what kind of ruler the poem will depict him out to be.

Percy Bysshe Shelley is known as Romantic poet. In short, Romantic poets valued liberty and the freedom of the individual. They were interested



Spend no more than five minutes on this activity. Read the contextual information below and then write down, in full sentences, FOUR things you have learnt about Ozymandias from the text. As you read, consider whether any of your predictions from the task above have been confirmed as correct. Tick any that have been!

VXP P DUVH#

WKH#

IQ IR UP DWIR Q

This poem is based on a story Shelley had read about a funeral temple of the Egyptian pharaoh (which is a bit like a king), Rameses II, whom the Greeks called 'Ozymandias'. According to the story, the temple bore an inscription which, roughly translated, read: 'I am Ozymandias, king of kings; if anyone wishes to know my greatness and the place where kings like me lie, let him surpass any of my works.'

However, he used slave labour to build these temples and the slaves suffered hardship under his control. Today, many of these memorials and statues have crumbled into the sands of the desert. Rameses II during his reign built more temples and monuments, took more wives (8) and had more children (over 100) than any other pharaoh. He wanted to build memorials for himself, which he imagined would last forever.

3.

4.

**Activity #2 – Read the poem**

*Spend no longer than ten minutes on this activity. Read the poem and answer the questions that follow in full sentences. If you need help understanding the poem, try the Shmoop link. Do your best to answer the questions without extra help first before you look elsewhere for information: <https://www.shmoop.com/study-guides/poetry/ozymandias>*

1.



Ozymandias



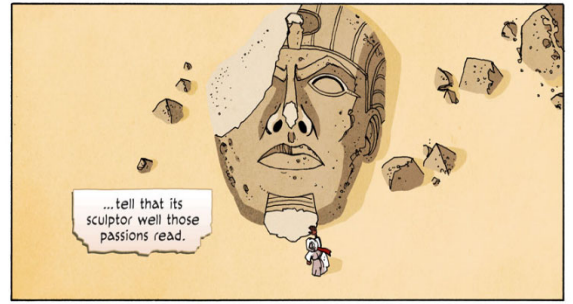
2.

**Ozymandias**

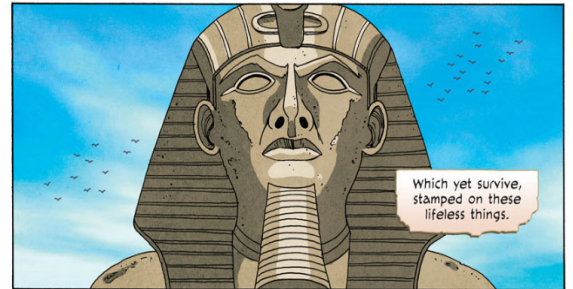
- 1 I met a traveller from an antique land  
Who said: "Two vast and trunkless legs of stone  
Stand in the desert . . . Near them, on the sand,  
Half sunk, a shattered visage lies, whose frown,  
5 And wrinkled lip, and sneer of cold command,  
Tell that its sculptor well those passions read  
Which yet survive, stamped on these lifeless things,  
The hand that mocked them, and the heart that fed:  
And on the pedestal these words appear:  
10 'My name is Ozymandias, king of kings:  
Look on my works, ye Mighty, and despair!  
Nothing beside remains. Round the decay  
Of that colossal wreck, boundless and bare  
The lone and level sands stretch far away."

Read the poem and still stuck? Follow this link and you will find the poem in comic book form to help you visualise Shelley's words: <https://zenpencils.com/comic/ozymandias/>

**What is happening in this poem? Explain your ideas in no more than four sentences.**



**The statue represents power but eventually it crumbles. What do you think Shelley is saying about power through his poem?**



**Activity #3 – Clarifying tricky vocabulary**



Spend no longer than twenty minutes on this activity. Some of the words from the poem are quite complex. Write the definitions for each word and explain what they mean in the poem's context. Look at the example below to help you. Once you have finished adding your definitions, check the answers in the back of the booklet immediately to avoid any errors and misconceptions. There will be a chance for you to visually represent each word at the end of this activity as well.

FODUII\#WUJFN\  
YR FDEXODU\

An example:

Word	Add the definition	Read the word in context	What does the line mean?
antique	<i>Belonging to the distant past</i>	'I met a traveller from an <b>antique</b> land.'	<i>The speaker is saying how he came across a traveller from a land which is extremely ancient and old. This land has lots of history.</i>
visage		'Near them on the sand, half sunk, a shattered <b>visage</b> lies.'	
sculptor		'tell that its <b>sculptor</b> well those passions read which yet survive.'	
mocked			

		'The hand that <b>mocked</b> them and the heart that fed.'	
<b>pedestal</b>		'And on the <b>pedestal</b> these words appear'	
<b>colossal</b>		'Round the decay of that <b>colossal</b> wreck, boundless and bare'	

**Extension:** Create an icon (visual representation) of each word in the space below to help your understanding of the language used in the poem.

**Activity #4 – Find it, Highlight it, Annotate it**

*Spend no longer than thirty minutes on this activity. You may complete this activity by annotating the copy of the poem in this booklet OR in your poetry anthology if you have it with you. If you run out of space, feel free to print another copy of the poem off OR write on a different piece of paper. We will go through this again in class so please do not worry about missing anything. Complete the 'find it, highlight it, annotate it' task by looking at the line number each*

question directs you to, highlighting what is needed and answering the questions as annotations on your poem. If you miss any questions out, that's fine BUT underline, circle or highlight ones you need to come back to later.

### Activity #5 – Tier 2 Vocabulary

Spend no longer than ten minutes on this section. Complete the following activity on vocabulary that will come in useful when writing about 'Ozymandias' in an essay.

**Line 1** – Highlight the word 'antique' – How does this make the setting of the poem sound exciting and exotic?

**Line 2** – Highlight the word 'vast' – How does this make the shattered statue sound? Don't just use the word 'big' in your answer. Think about what the statue would have looked like before it collapsed.

**Lines 2-3** – Circle all the times the writer uses an 's'. – Repeated 's' sounds are called sibilance. Explain what kind of sound sibilance creates and why the writer wants to create this sound in these lines in particular.

**Line 4** – Highlight 'shattered visage' – The Pharaoh was once powerful, but what impression does this image give us of his power now?

**Line 5** – Highlight 'sneer of cold command' – Explain what kind of ruler you think Ozymandias was based on this line.

**Line 5** – Circle the letter 'c' in 'cold command' – Try saying these words out loud. Why does the writer want to create a hard 'c' sound when describing Ozymandias?

**Line 6** – Highlight 'well those

**9. Line 8** – Highlight this entire line – Shelley is saying that the statue's expression could be seen as mocking the real Ozymandias. Why do you think the sculptor would want to create the statue in this way?

**10. Line 10** – Highlight 'king of kings' – How is Ozymandias presenting himself?

**11. Line 11** – Highlight the imperative 'look' – An imperative is a command. Why is Ozymandias commanding other powerful rulers to 'despair' at this statue? What does this tell us about him?

**12. Line 12** – Highlight 'nothing beside remains'. – This line could be read in two ways. It could be that the writer is saying there is nothing but the remains of a statue left. What could be the other meaning be? Remember to think about what the statue is symbolic of and make sure you write both interpretations on your copy of the poem.

**13. Line 13** – Highlight 'colossal wreck' – What has the statue become?

**14. Lines 13-14** – Nothing to highlight here – The statue is clearly in the middle of the desert with nothing else around it. It has been forgotten. What has happened to Ozymandias' power now?

**EXTRA CHALLENGE** – No need to highlight anything here – The speaker never actually sees the statue themselves. They only hear about it from a traveller. Explain how this renders Ozymandias even less powerful.

**EXTRA CHALLENGE** – Ozymandias is hubristic. Where in the poem is this evident? Identify and label.

The poem is a metaphor for the ephemeral nature of political power.

Write a new definition in your own words:

Use the term correctly in a sentence:

# ephemeral

*lasting for a very short time*

Write a question where the word is the answer:

Think of other words that mean the same thing (synonyms) and make a list below:

Draw an icon/symbol to illustrate the key word:

## Activity #6 – Find a line that shows...

*Spend no longer than five minutes on this section. Read the points below and find a quotation which evidences them. Look at the example to help you.*

**Eg. The speaker does not see the statue themselves. They are only told about it.**

*'I met a traveller from an antique land who said...'*

1. Shelley demonstrates that art and language will long outlast any political power.
2. The great king's boast of being the 'king of kings' has been disproved. Everything has been destroyed – his civilization gone – all turned to dust by the destructive power of time.

## Activity #7 – YouTube Analysis

*This activity is optional but if you are aiming for a grade 6 or above, you should complete it if you have access to the internet. Follow this link: <https://www.youtube.com/watch?v=IjTARVExLRw> It will take you to a video by 'Mr. Salles Teaches English' on YouTube. The ideas he discusses are complex but will help you consider the ideas needed for grades*

7-9. Make notes in the grid below on each section of the video. Completing this activity will take you over your 90 minute slot BUT to achieve those higher grades, you MUST push yourself!



Grade 9 Analysis of Ozymandias by Shelley



<b>Democracy will triumph over tyranny and dictatorship</b>	<b>The sculptor and art triumph over tyranny</b>
<b>Time</b>	<b>Sonnet: A love poem</b>

Summarise your notes from the video into four key points:

- 1.
- 2.
- 3.
- 4.

**Activity #8 – Themes**

*Spend no longer than two minutes on this section.*

**Themes:**



Consider the 'big ideas' explored in Percy Bysshe Shelley's 'Ozymandias'. Tick the ones you think apply to the poem and check your answers at the back of the booklet.

Power of Humans

Negative Emotions - Anger

Power of Nature

Negative Emotions - Guilt

Effects of Conflict

Negative Emotions - Fear

Reality of Conflict

Negative Emotions - Pride

Loss and Absence

Identity

Memory

Individual Experience

#### Activity #9 – Answer the question

Answer the following question in full sentences. Aim for two paragraphs minimum. This section will be marked by your teacher. Ensure you put in your best effort.

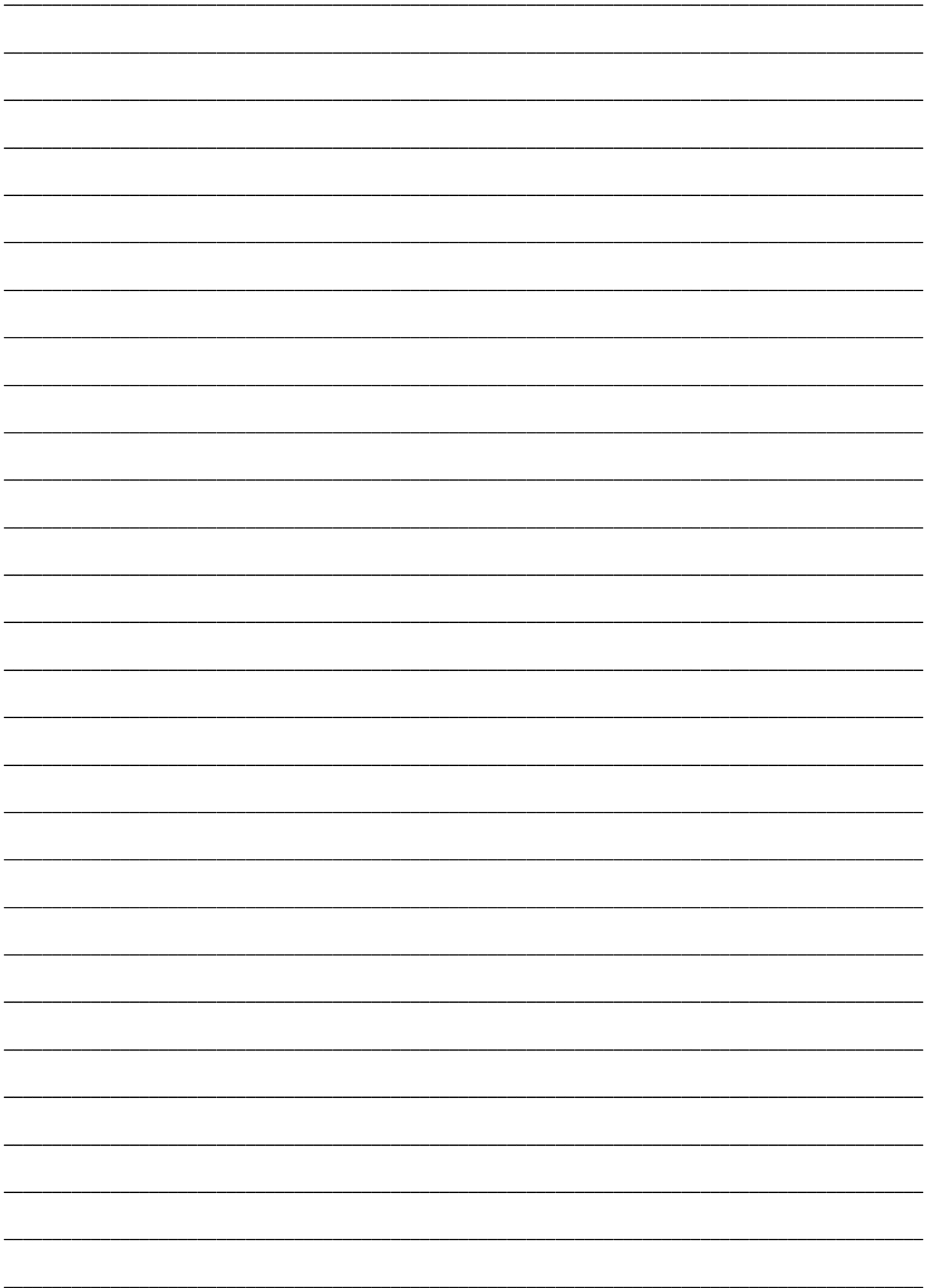
### How does Percy Bysshe Shelley present Ozymandias as a cruel ruler?

Don't forget to include:

- a clear point at the beginning of each paragraph which answers the question.
- quotations and single word analysis. Explain why Shelley has used a certain word or phrase and the impression it gives.
- points about authorial intent. What is Shelley teaching/warning/revealing the importance of/criticising or celebrating?

Stuck? Start like this:

*Percy Bysshe Shelley presents Ozymandias as a tyrant, someone who rules through fear, by emphasising how cruel and merciless he is. When Shelley describes the statue, he details the 'wrinkled lip, and sneer of cold command.' Perhaps Shelley uses the adjective 'cold' to reveal...*



Vocabulary



Mark your answers to the vocabulary activity. Your definition does not need to be worded exactly as it is here but you should be able to tell whether you have the correct answer or not.

FODUII\#UIFN\#  
YR F'DEX ODU\

Word	Add the definition	Read the word in context	What does the line mean?
<b>visage</b>	<i>A face</i>	'Near them on the sand, half sunk, a shattered <b>visage</b> lies.'	<i>The face of the statue has collapsed and shattered on the ground. The pieces are sinking into the sand.</i>
<b>sculptor</b>	<i>A person who creates sculptures (a work of art that is produced by carving or shaping stone, wood, clay or other materials)</i>	'tell that its <b>sculptor</b> well those passions read which yet survive.'	<i>The sculptor has captured the likeness of Ramses II very well and is clearly talented. The emotions expressed on the statue are still visible even though it has shattered.</i>
<b>mocked</b>	<i>To tease or laugh at in a mean way.</i>	'The hand that <b>mocked</b> them and the heart that fed.'	<i>The sculptor is laughing at Ozymandias through the statue.</i>
<b>pedestal</b>	<i>The base of a statue</i>	'And on the <b>pedestal</b> these words appear'	<i>On the base of the statue, Ozymandias has had words inscribed for people to read.</i>
<b>colossal</b>	<i>Huge</i>	'Round the decay of that <b>colossal</b> wreck, boundless and bare'	<i>The wreck of the statue is huge.</i>

## Themes

These are the **THREE** main themes that 'Ozymandias' relates to. If you ticked something else, ensure you correct it in your booklet.

Power of Humans



Power of Nature



Effects of Conflict



Reality of Conflict



Loss and Absence



Memory



Negative Emotions - Anger



Negative Emotions - Guilt



Negative Emotions - Fear



Negative Emotions - Pride



Identity



Individual Experience



# YEAR 10

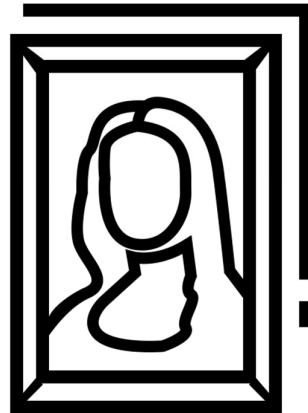
## REMOTE LEARNING ACTIVITIES

### POWER AND CONFLICT POETRY

**Name:**

**Class:**

**Teacher:**



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## ‘MY LAST DUCHESS’

### Session 3: My Last Duchess

*This third session will be based around 'My Last Duchess' by Robert Browning. Some of the activities will require you to make notes in this booklet or on a different piece of paper. When you begin to annotate the poem, you can do this in your copies of the poetry anthology if you wish. We will go through these poems again in class when you return to address any misconceptions you might have made. If you have any questions, email your teacher who will get back to you as soon as they can. This is a long poem, so take your time.*

#### Activity #1 – Pre-reading activities



## My Last Duchess



**Activity #2 – Read the poem**

*Spend no longer than ten minutes on this activity. Read the poem and answer the questions that follow in full sentences. If you need help understanding the poem, try the Shmoop link. Do your best to answer the questions without extra help first before you look elsewhere for information: <https://www.shmoop.com/study-guides/poetry/my-last-duchess>*



My Last Duchess



The narrator of 'My Last Duchess' was – in fact - a Ferrera. The Duchess he is looking at is the first of marriage under suspicious circumstances. Her name

real historical figure – Alonso the Duke of three wives who died after two years of was Lucrezia de' Medici.







1. Look at lines 1 to 10. The Duke has a painting of his last wife, the Duchess, who is now dead. What does he keep this painting hidden behind? Answer in full sentences.
2. The Duke says he is the only one who is allowed to reveal the painting to others. What kind of person do you think that makes him and why?
3. 'She had a heart – how shall I say? – too soon made glad. She liked whate'er she looked on, and her looks went everywhere.' What kind of person do you think the Duchess was? How does she act around other men?
4. Look at lines 25 to 30. The Duke is listing all the things that make the Duchess equally happy. He starts with 'my favour at her breast'. He is talking about a brooch he has gifted her. What else makes her equally happy?
5. 'My gift of a nine-hundred-years-old name' – By marrying, the Duke has given the Duchess his name. He says it is a 'nine-hundred-years-old name' meaning his well-known family goes back generations. Why do you think he sees this as a gift?
6. 'I gave commands then all smiles stopped together' – The Duke does not like the way the Duchess acts around other men. What do you think he has done to her here?



Word	Add the definition	Read the word in context	What does the line mean?
<b>countenance</b>	<i>A face</i>	'Strangers like you that pictured <b>countenance</b> , the depth and passion of its earnest glance.'	<i>Strangers like you have looked at the painting and studied the emotion in the Duchess' face.</i>
<b>mantle</b>		'Her <b>mantle</b> laps over my lady's wrist too much.'	
<b>flush</b>		'Paint must never hope to reproduce the faint half- <b>flush</b> that dies along her throat.'	
<b>officious</b>		'The bough of cherries some <b>officious</b> fool broke in the orchard for her.'	
<b>trifling</b>		'Who'd stoop to blame this sort of <b>trifling</b> ?'	
<b>munificence</b>		'I repeat, the Count your master's known <b>munificence</b> is ample warrant.'	

**Extension:** Create an icon (visual representation) of each word in the space below to help your understanding of the language used in the poem.

#### Activity #4 – Annotate the poem

*Spend no longer than forty minutes on this activity. You may complete this activity by annotating each part of the poem below OR in your poetry anthology if you have it with you. If you run out of space, feel free to print another copy of the poem off OR write on a different piece of paper. We will go through this again in class so please do not worry about missing anything. I have split the poem up into a certain number of lines. Annotate each section by answering the questions to do with those lines.*

**The poem begins with the Duke showing a messenger around his art collection. The messenger has come to arrange the terms of the Duke's next marriage to another woman. They come to the painting of the Duke's 'last Duchess'. The Duke invites the messenger to sit and look at the painting.**

1. If the Duchess looks like she was alive, what is the quality of the painting like?
2. Highlight the word 'wonder'. How does the Duke feel about the painting?
3. Frà Pandolf is a fictional artist but clearly one who is very good. Why do you think the Duke drops his name into conversation?
4. EXTRA CHALLENGE: The Duke invites his visitors to look at the painting. How is the Duchess a victim of the 'male gaze' here?

**The Duke says that strangers often ask how such a look came to the Duchess' face. He explains that only he is allowed to draw the curtain that hides the painting.**

1. How is the Duke controlling the Duchess even in death?
2. The Duke says visitors ask him how the Duchess' look came to be in the painting if they 'durst' which means dare. How do you think the Duke comes across the visitors?

3. Highlight the words 'depth' and 'passion'. What are the connotations of these words?

**The Duke goes on to say that it was not only his presence that made the Duchess blush. He also says Fra Pandolf complimented the Duchess by saying that paint could never hope to recreate the 'half-blush' that is fading on her throat.**

1. Highlight 'spot of joy'. This means the Duchess is blushing. What kind of behaviour does this link to?
2. A 'mantle' is a cloak or a shawl. If it 'laps over my lady's wrist too much', what is it doing?
3. Highlight the word 'dies'. How is this an example of foreshadowing?
4. In the last three lines, the Duke is saying any compliment made the Duchess blush. Why do you think this would frustrate him?

**The Duke begins to criticise the Duchess' behaviour. He says everything made her happy, regardless of what it was. He also hints that she liked everyone she saw and that she was flirtatious with other men.**

1. What do the dashes in the second line suggest about the way the Duke is delivering this line?
2. What impression do we receive of the Duchess based on the way she looks at other people?
3. Look at the last three lines. There is no punctuation at the end of each line which means the Duke is not pausing. This is called **enjambment**. How does the enjambment reflect the increasing anger of the Duke?

**The Duke says the Duchess valued any gift regardless of what it was. He believes he has elevated her social status by marrying her, because his family is rich and powerful and is angered that she does not appreciate it in the way she should.**

1. The use of dashes increases. What does this tell us about how the Duke is delivering the lines and how does he feel about the Duchess as he recounts her flirtatious and (and in his view) ungrateful behaviour?
2. Highlight 'my gift of a nine-hundred-year-old name. How can a name be powerful?
3. Highlight the word 'stoop'. If you stoop, what do you do? Why would the Duke not want to be seen to be stooping?
4. The Duke says he has no skill in speech. Is he speaking the truth here? Explain your answer.

**The Duke imagines a situation where he confronts the Duchess about her behaviour to say it disgusts him. He ends up saying that confronting her would be beneath him. He goes on to say that the Duchess still smiled at him whenever she walked past but she also gave everyone else the same smile. Growing tired of this, the Duke 'gave commands' and 'all smiles stopped', presumably because he had her killed. Now she lives on only in the painting.**

1. Highlight a line which suggest the Duchess has been unfaithful to the Duke and explain why you have chosen it.
2. The Duke repeats the idea of 'stooping'. Highlight these references and explain why the Duke is against the idea of 'stooping.' Consider his status and what he would believe about himself in your answer.

3. Look at the last three lines beginning with 'this grew'. How does Browning structure his sentences to make the Duke sound emotionless?

**The Duke ends his discussion of the Duchess without confirming what really happened to her, although there is a sense of a veiled threat. The Duke's new wife must behave for him or face the consequences. He directs his guest downstairs. As they go, he pauses to point out another work of art: a statue of the God Neptune taming a seahorse which another famous artist, Claus of Innsbruck, cast in bronze specifically for him, making it very rare.**

1. Highlight 'Will't please you rise?'. Notice how the Duke controls his guest's every movement. What does this suggest about him?
2. How has the tone changed in these last few lines now we know of the Duchess' fate?
3. The Duke points out a statue of Neptune 'taming a sea-horse'. What are the connotations of the word 'taming' and how can you link it to the relationship between the Duke and the Duchess?
4. Why does the Duke mention *another* famous artist?

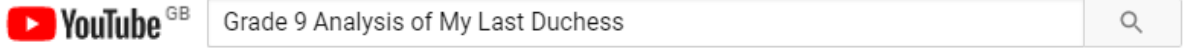
#### Activity #5 – Tier 2 Vocabulary

*Spend no longer than ten minutes on this section. Complete the following activity on vocabulary that will come in useful when writing about 'My Last Duchess' in an essay.*

**The poem is centred around a hubristic Duke and his rising jealousy which stems from the way his Duchess acts around other men.**

**Activity #6 – YouTube Analysis**

This activity is optional but if you are aiming for a grade 6 or above, you should complete it if you have access to the internet. Follow this link: <https://www.youtube.com/watch?v=3xdAHGOoQn4> It will take you to a video by 'Mr. Salles Teaches English' on YouTube. The ideas he discusses are complex but will help you consider the ideas needed for grades 7-9. Make notes in the grid below on each section of the video. Completing this activity will take you over your 90 minute slot BUT to achieve those higher grades, you MUST push yourself! You do not have to watch the entire video.



<b>Comments about the Duke</b>	<b>Comments about the Duchess</b>
<b>Comments about power</b>	<b>Other notes</b>

Summarise your notes from the video into four key points:

- 1.
- 2.
- 3.



4.

**Activity #7 – Themes**

*Spend no longer than ten minutes on this section.*

**Themes:**

Consider the 'big ideas' explored in Robert Browning's 'My Last Duchess'. Tick the ones you think apply to the poem and briefly explain your choices below.

Briefly explain your choices in full

sentences:

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Answers

Vocabulary



Word	Add the definition	Read the word in context	What does the line mean?
<b>mantle</b>	<i>A shawl or cloak</i>	'Her <b>mantle</b> laps over my lady's wrist too much.'	<i>Her shawl is covering her wrist too much.</i>
<b>flush</b>	<i>Blushing</i>	'Paint must never hope to reproduce the faint half- <b>flush</b> that dies along her throat.'	<i>Paint can never reproduce exactly how the Duchess blushes.</i>
<b>officious</b>	<i>Offering unwanted help</i>	'The bough of cherries some <b>officious</b> fool broke in the orchard for her.'	<i>Someone offering help which was unwanted broke a branch of cherries in the orchard for the Duchess.</i>
<b>trifling</b>	<i>Insignificant or unimportant</i>	'Who'd stoop to blame this sort of <b>trifling</b> ?'	<i>Who would lower themselves to deal with something so insignificant.</i>
<b>munificence</b>	<i>Very generous</i>	'I repeat, the Count your master's known <b>munificence</b> is ample warrant.'	<i>Your master is very generous.</i>

## Themes

*These are the FOUR main themes that 'My Last Duchess' relates to. If you ticked something else, ensure you correct it in your booklet and amend your written answer too.*

