**The Anthology Peer Analysis Document Examples for Poems on War and Nature for the Eduqas Anthology: Student examples and teacher prepared examples**

**Studied so far: Death of a Naturalist, Hawk Roosting, The Prelude, To Autumn, The Manhunt, The Soldier, Mametz Wood, Dulce et Decorum Est and A Wife in London**

**Example on all poems except Death of a Naturalist**

**Use your pink booklet: What grade would you give them and why?**

**Highlight where AO2 – language or structure is used**

**Highlight where context is mentioned in each example – AO3**

**Explain how well or not you think they have analysed the poem?**

**What would you improve?**

THE MANHUNT: In the poem The Manhunt, Armitage uses juxtaposition to emphasise war and the soldier’s injuries. The words “foetus” and “bullet” are juxtaposed because a foetus represents life, whereas a bullet represents death. A foetus means growth, so something could be growing inside the soldier’s mind, getting worse and worse. However, the words could be similar because like a bullet, a foetus takes energy and nutrients away from the person physically. The bullet could be like a baby, growing inside the man and becoming a part of him; mentally and physically.

**REFLECTIONS:**

Armitage uses a powerful metaphor to emphasise both the physical and mental scarring that the soldier received. “the frozen river which ran through his face” is particularly effective, because it refers to a scar which he received in battle, and example of physical injury, but also give an idea of the hidden grief he has suffered. For example, the image “frozen river” suggests that he is attempting to hide his hurt, but cannot stop them entirely; a frozen river still runs, but you cannot tell that it is flowing, because it is covered over by a protective layer of ice. The word “river” suggests the tears that must have previously ran down his face. Armitage seems to be trying to give the reader an insight to the man’s grief.

**REFLECTIONS:**

The poet uses enjambment to isolate each of the soldier’s injuries, for example, “feel the hurt o fhis grazed heart” adds emphasis to the words “hurt” and “heart”. Armitage could be trying to draw attention to these two contrasting words to show clearly the pain he has suffered (as “hurt” is a word with violent connotations), and the tenderness and openness of the area that the injury inflcted. Another idea is that the word “heart” is used as a metaphor to show his feeling; the heart is the core of the body, and is linked to emotion- it therefore implies that the solder has suffered much emotional trauma. Some readers may argue that enjambment is also used to show the broken state of both his mind and body and the journey of his wife through his injuries. However, I feel that it is most effective when the injuries he has received are shown in isolation.

**REFLECTIONS:**

Because of the juxtaposition, the rhyme scheme of the poem is inconsistent; reflecting the strain his experiences has had on their relationship. “The” is used throughout, almost like she is listing his injuring and showing the full extent of them on their relationship. This links to the metaphor “blown hinge of his lower jaw” because the word “blown” dehumanises him, as if he’s an object, creating an image of damage and destruction. At the end of the poem, the quote “then, and only then, did I come close” shows that she has finally become familiar with the effects of his injuries and the effect on his mental and physical health.

**REFLECTIONS:**

The metaphor “trace the frozen river which ran through his face” is effective in many ways. Literally this makes us imagine a physical scar, metaphorically it implies tears have been shed by the injured man and symbolically it could link to the emotional scarring that happened to Eddie Beddoes as a result of his gunshot wound. Using the verb “trace” makes us think a gentle touch was required from his wife, in order for him to allow her to touch his scar, as when you trace something you are lightly making an image with it. The adjective “frozen” effectively suggests that this scar is permanent as it isn’t going anywhere and verb “ran” suggests action as if he wishes it would go away. However, the combination of these words creates a strong visual metaphor related to the pain and suffering caused by war, which ironically happened during a peace-keeping mission.

**REFLECTIONS:**

**HAWK ROOSTING**: Hawk Roosting is written from the perspective of a bird of prey, looking down on the world. Instantly we see this portrayal of animals as arrogant and conceited. Throughout the poem are references to the bird killing its prey, suggesting nature is cold and unforgiving. The line *"in sleep rehearse the perfect kills and eat"* reinforces this idea of animals being vicious creatures thinking only selflessly. The use of the word "perfect" shows the way the bird is almost proud of what it is doing, killing. These ideas are further reinforced in the line *"I kill where I please because it is all mine"*. This line emphasises the superiority shown by animals, and in this case the hawk. The words *"it is all mine"* show the way in which the bird feels it has possession over all things, everything is below it.

At the end of the poem, end stopping is used in the lines:  
 *"My eye has permitted no change.  
 I am going to keep things like this."*

This structural technique portrays the Hawk as being very dominant and speaking in a very assertive way, as if nothing else could happen, because it has decided the way things will be. In addition to this, the whole poem is written in regular four line stanzas, without deviation, perhaps implying the hawks commanding and clear-cut nature, its only focus is killing its prey, without any focus for anything else.

Alternatively, it could be argued that the due to there being references to human like features of the bird, such as *"hooked feet"* instead of claws, that the bird is a metaphor for the ugly traits possessed by mankind. Many feel the narcissistic views of the bird to be representative of humans own ideas and believe this poem is a way of Hughes expressing that.

**REFLECTIONS:**

**Comparison Example paragraph DULCE ET DECORUM EST & THE MANHUNT:**

In Dulce, Owen presents war and conflict as being painful and horrific. He uses a simile for example “like old beggars under sacks.” This is effective because it makes me think that the men are feeling old, tired and it has gone on too long. The key adjective here is “beggars” because it makes the men sound homeless and as if their clothes are in shreds. The reader is feels sympathy for them as they have clearly suffered. This is different to The Manhunt and Armitage, which presents conflict as being painful after the war. He uses metaphors for example “porcelain collar-bone” This is effective because it makes you understand how delicate his bones are and how easily they broke when he was shot. Similarly, to Dulce… the reader is made to feel sympathy again for the man because he also suffered horrific injuries when war was supposed to have finished. Both poems present ideas of pain and suffering caused by conflict effectively with the use of imagery.

**REFLECTIONS:**

**A WIFE IN LONDON**: The wife has heard about her husband’s death. This happened during the second Boer War and “He—has fallen” uses a pause (caesura) to show how shocked she is to hear about this and the impact is very raw and emotional. It is almost like she is choking on the words. The reader feels sad, empathetic towards the wife and upset for the wife, who is clearly devastated by his death. Using the verb “fallen” indicates the writer of the telegram has tried to be kind towards the wife as it seems gentle, soft and non-violent, which as we know would have been unlikely in a time when warfare was vicious.

**REFLECTIONS:**

**THE SOLDIER:** Brooke is telling us about how it is a great thing to die for ones country, however he is telling us this from an ignorant point of view as he hasn’t experienced the war first hand. He encourages young men with propaganda to show that it is right and fitting to die for your country but some people thought that Brookes was naïve and caused unrequired suffering as a result of writing this poem. Others though are comforted by the sentiment in the poem. The enjambment and metaphor “rich earth a richer dust concealed;” makes it seem as if what will be left behind in France, where the fighting took place will be a small piece of England. The effect created is that men may be pleased to fight and die knowing that they will be doing their duty for queen and country. This makes me think it is a clever piece of propaganda that would have been effective in guilt tripping men into going to fight in the war as the horrors of the war are never mentioned.

**REFLECTIONS:**

**SINGLE POEM ESSAY EXAMPLE AND COMPARISON EXAMPLE ON THE PRELUDE**

Wordsworth’s poem “Excerpt from The Prelude” is set in the Lake District, where he himself spent most of his childhood and this is presented in the poem when he uses his romantic style throughout to show his love of nature.

Being a romantic poet he was also very dramatic so while enjoying the lovely “woodland pleasures” he also stopped and thought about how dangerous the hills are. This is shown by “the precipices rang aloud”. This personification about the mountains could be meaning that Wordsworth is trying to make it feel as if the hills are overpowering and towering over all other parts of the Lake District. As a group of children, woods are an exciting place but there are a lot of trip hazards and life changing injuries that could happen.

As well as being cautious and you could say negative about the district, he shows his love of nature using love-like vocabulary which links to his romantic style. “Twilight Blaz’d” creates a beautiful image for the reader of a dark night and the window glowing orange from the warm fire within. You could say this is an oxymoron because “twilight” has connotations of dark night sky with the moon and stars shining, however “blaz’d” could be seen as fire, light or that the sun has just set or is rising so the use of dark and light appear oxymoronic here.

Wordsworth could give an effect in the reader through the use of positive and negative language intertwined throughout the poem which might suggest that his romantic style is embedded within the poem because as well as him talking about “the orange sky” and how the winter’s night is a beautiful spectrum on the eye, he might be implying that the Lake District is still mortal by saying the “distant hills” which could suggest that even though they are far away you can still see them because they are dangerous and big. This is the style that romanticists used in their dramatic language.

To conclude, Wordsworth’s love of nature is embedded throughout the poem and is shown by his vocabulary choices and it also gives a sense of a great exploratory childhood that he had.

**REFLECTIONS:**

**Comparison Poem Example on The Prelude and To Autumn:**

There are many different nature poems that are well written; however even though they are on the same subject they create very different views and emotions about nature. The poem To Autumn by John Keats is about three different stages of autumn, whereas The Prelude is about a childhood memory linking to the vastness of nature in the Lake District.

The first stanza in Keats poem is about preparing for the harvest, so very different to Wordsworth’s “frosty season”. Keats talks about all the lovely fruits that are ripening and how all the bees are out for their pollen “Flowers for the bees” presents an image for the readers of a lovely summer day where all the people are having picnics while the bees are busy going from flower to flower, however in The Prelude Wordsworth describes the trees as “leafless”, which in comparison creates a dull image of the dark nights in winter and no life in the trees because all the leaves have fallen off the trees in the Autumn time. However, even though Keats’ poem is called To Autumn, the first stanza represents the end of summer because the last line of this stanza the personification of “summer has oer’brimmed their clammy cells” could mean that summer has had its glory and perhaps it is time for autumn.

The second stanza shows how the person is gathering the crops from the harvest, however Keats represents the persona as being “sound asleep” on “half reap’d furrows” which means that they have has dozed off while ploughing the fields. This could make the reader feel sympathy for them because they have a tiring job having to collect a massive field of crops. **Also, as this was written before industrialisation workers were taking crops in by hand meaning that this was a difficult physical labour that they had to undertake**. This is different to The Prelude because the kids are shown as not being lazy when Wordsworth says “not a voice was idle” which show the group of children ice-skating in an excited and energised way, which is different to ‘To Autumn’ and the midday heat. This could be because in The Prelude not only is it winter and getting dark earlier but it is cold which differentiates it from To Autumn where the person is working in the sun.

As well as being different, they also have similarities. This is shown in the last stanza where Keats uses a lexical set of triplets to describe his surroundings and what they can hear. “Red-Breast whistles” could have connotations with robins, which in turn connote with Christmas and winter. He could have been suggesting that autumn is closing and winter is coming. In comparison to The Prelude, Worsdsworth talks about how the Lake District has got its “frosty season” and how it is getting dark at six which could make the reader feel like they are experiencing the peak of winter. He also mentions that the floor has frozen and become “polish’d ice” To add to Keats’ lexical set he says the full grown lamb” which could mean that it is nearing Christmas as well because Christians believe that not only Jesus is “the lamb of God” but also that the shepherds went to see his birth.

While writing this poem Keats was suffering from TB which might have been in his mind while writing this poem as at times in his final stanza he links to language alluding to death “soft-dying days an oxymoron and “wind lives or dies” which are both examples of the season being linked metaphorically to death by Keats. It could be said that he is trying to hint to the reader that he is suffering and maybe they will feel sympathetic as not long after the poem was published, he died. This is similar to The Prelude, in a way, as Wordsworth describes the sky as “died away” which could be the death of his innocence in childhood as we know his parents died when he was very young and this must have had an impact on his retrospective writing of the autobiographical poem.

To conclude both these poems show similarities and differences however both are beautiful poems that have their own meanings.

**REFLECTIONS:**

THE PRELUDE: Wordsworth expresses his feelings of awe and admiration for nature by describing his autobiographical childhood experience of stealing a boat. Just like other poets of the Romantic period Wordsworth admires the simple beauty of nature and describes some of his observations in detail so we can share his admiration and excitement. For example, he even notices the “small circles” and “sparkling light” on the water. He also writes about how nature can be a threatening and sinsiter force because of the power it can have over a man. For example, he describes the mountain as “huge peak, black and huge”. He repeats the adjective “huge” to emphasise the sheer size in the mountain in contrast to his own insignificance in an “elfin pinnance”. Perhaps the repetition here suggests that in that moment Wordsworth is in such awe of the vastness of nature that he is actually struggling to find words to express himself.

**REFLECTIONS:**

**SINGLE POEM ESSAY EXAMPLE**

The Manhunt is a poem written by Simon Armitage which talks about both the mental and physical problems that can happen when a man comes home from a war zone. Armitage is a poet who writes about many subjects and hasn’t actually experienced war himself: he said this poem was the closest he has come to experiencing war and reading the poem and other poems should be the closest anyone gets to war in my opinion as it is harrowing and difficult to read. He presents the pain through the damage it causes to a relationship.

Lots of metaphors have been used to convey how fragile the man is “blown hinge of his lower jaw,” which suggests his whole face has been torn apart and that it isn’t even his face anymore instead it is a mechanism which he needs to use in order to talk and eat. It makes him sound less human and is upsetting as we can imagine how much damage has been done to his face. Connotations of “blown” are bombed, ripped up and torn which sounds painful and implies devastation. Further imagery is used when “damaged, porcelain collar bone,” is mentioned in the next verse again this metaphor suggests that his bones, which are normally considered strong, are now fragile and delicate like a china cup. As we move down the poem, we also travel down his body which is suggestive of his wife tracing down the damage that has been caused to him. The persona in the poem was a Bosnian peacekeeper and should never have been damaged like this in the war as the war was over and his job was to keep stability and peace. He was shot in the throat and this caused the destruction of his physical strength.

His wife is talking in the poem and the structure is used to echo the way issues are not discussed or not effectively dealt with. Each stanza is two lines which are very short perhaps to echo the way the relationship is damaged and they now have to have short stilted conversations about what happened as the mental pain is too much for the man to cope with or for the wife to hear about. This suggestion is supported by the phrase “Skirting along,” with the end stopping making it seem as if they are going around the outside of the issues and problems they face but never confronting them. When you skirt something it is a form of avoidance and in this case the avoidance is about not talking about Bosnia. Perhaps, other soldiers need this poem to recognise that it is okay to feel different after you have been injured and that, yes, you will look different and that you will also feel differently. In writing this poem Armitage recognises that not only is the soldier damaged but the wife is too. She is in pain watching her husband suffer and feels at a loss about what to do “buried deep in his mind,” shows this as she knows that he isn’t ready to let go of the pain or to remember it. War has a significant impact and post-traumatic stress disorder is a common side effect of the war which is clearly evident in the poem.

By writing the poem from the perspective of the wife, we learn about the physical and mental discomforts that the soldier has experienced, without him having to admit to them. This may be a clever way of encouraging soldiers to be more open about their experiences at war as they do have support at home, although it is difficult and traumatic for the person supporting them after the event, they do need to speak about it. In conclusion, Armitage highlights pain and suffering for the man, his wife and for the hundreds of other soldiers who have ever been hurt or affected by fighting or going to war.

**REFLECTIONS:**

**HOW TO WRITE THE ESSAYS: Literature 1B**

1B (a) – Single Poem Essay for The Anthology: Structuring the essay (with context embedded)

**Single Poem Essay**

1. In a continuous section of your essay use the following prompt questions (in your mind) to help you think about what to cover –
2. Write an overview statement about what you think the poem is suggesting (remembering not to write it in the first person – think about it as a critical analysis task)
3. Use the general guide to analysis to ensure you have analysed a series of quotes from the poem and linked these to language and structure
4. Ensure I have linked to the question?
5. Ensure I have linked to the context of the poem?
6. Can I move onto my next quote (an effective way to do this is a connective)

Repeat this analysis as many times as I can in the time limit (remembering that I don’t have to do every step for every quote)

1. Complete a conclusion – a brief summary of what you think the poem is about and a link to the question again
2. Make sure I have covered a couple of quotes from the top, middle and bottom of the poem. Chronological order is a good system to use.

1B (b) – Comparison Poem Essay for The Anthology: Structuring the essay (with context embedded)

**Structure of the essay**

Intro- Overview of the two poems, context and how they are similar or different.

**Main Body of the Essay:**

Explain the meaning & technique, give evidence – quote then: Analyse – What is the meaning? Hidden meaning? Zoom in on words? Explore connotations, Link – what context is relevant and compare to the second poem (here you can make a point about the poem 1 and quote, but don’t have to analyse in detail) (Use the general guide to analysis here to help you)

* Higher level skills – Linking words from across the poems (call these lexical sets as that is what they are)
* Linking a combination of quotes
* Exploring both language and structure in the poems

Conclude: Summarise your key similarities and differences briefly – can be one or two sentences (structurally you are just finishing off your essay)

Key target – use connectives of comparison to help you

**Have a go now:**

**Create your own Death of a Naturalist Example Paragraph**

**Question Prompt for writing your own essays:**

**Explore how memories are reflected on in one of the poems**

**Compare how memories are reflected on in two of the poems**

**Key Context Reminders:**

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| --- | --- | --- | --- | --- | --- |
| **Poem** | **Context Detail** | | | **How/Where you can include this in your analysis** | |
| **Hawk Roosting** |  | | |  | |
| **The Soldier** |  | | |  | |
| **The Manhunt** |  | | |  | |
| **To Autumn** |  | | |  | |
| **The Prelude** |  | | |  | |
| **A Wife in London** |  | | |  | |
| **Mametz Wood** |  | | |  | |
| **Death of a Naturalist** |  | | |  | |
| **Dulce et Decorum Est** |  | | |  | |
| **Key Quotes I remember and the poem they link to without having to read through my Anthology** | | | | | |
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