**CCEA Identity Poetry Knowledge Organiser**

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| **Sonnet 29 by William Shakespeare** | | **Dover Beach by Matthew Arnold** | | **Invictus by William Ernest Henley** | |
| **Themes:** | **Tone:** | **Themes:** | **Tone:** | **Themes:** | **Tone:** |
| **Content, meaning and purpose:** | **Context:** | **Content, meaning and purpose:** | **Context:** | **Content, meaning and purpose:** | **Context:** |
| **Key language features:** | **Form and structure:** | **Key language features:** | **Form and structure:** | **Key language features:** | **Form and structure:** |
| **The Road Not Taken by Robert Frost** | | **Piano by D.H. Lawrence** | | **Prayer Before Birth by Louis MacNeice** | |
| **Themes:** | **Tone:** | **Themes:** | **Tone:** | **Themes:** | **Tone:** |
| **Content, meaning and purpose:** | **Context:** | **Content, meaning and purpose:** | **Context:** | **Content, meaning and purpose:** | **Context:** |
| **Language:** | **Form and structure:** | **Key language features:** | **Form and structure:** | **Key language features:** | **Form and structure:** |
| **I Remember, I Remember by Philip Larkin** | | **Catrin by Gillian Clarke** | | **Belfast Confetti by Ciaran Carson** | |
| **Themes:** | **Tone:** | **Themes:** | **Tone:** | **Themes:** | **Tone:** |
| **Content, meaning and purpose:** | **Context:** | **Content, meaning and purpose:** | **Context:** | **Content, meaning and purpose:** | **Context:** |
| **Language:** | **Form and structure:** | **Key language features:** | **Form and structure:** | **Key language features:** | **Form and structure:** |

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| **In Mrs Tilscher’s Class by Carol Ann Duffy** | | | | **Kid by Simon Armitage** | | **Here by R.S. Thomas** | |
| **Themes:** | | **Tone:** | | **Themes:** | **Tone:** | **Themes:** | **Tone:** |
| **Content, meaning and purpose:** | | **Context:** | | **Content, meaning and purpose:** | **Context:** | **Content, meaning and purpose:** | **Context:** |
| **Key language features:** | | **Form and structure:** | | **Key language features:** | **Form and structure:** | **Key language features:** | **Form and structure:** |
| **Docker by Seamus Heaney** | | | | **Genetics by Sinead Morrissey** | | **Effacé by Paul Maddern** | |
| **Themes:** | | **Tone:** | | **Themes:** | **Tone:** | **Themes:** | **Tone:** |
| **Content, meaning and purpose:** | | **Context:** | | **Content, meaning and purpose:** | **Context:** | **Content, meaning and purpose:** | **Context:** |
| **Key language features:** | | **Form and structure:** | | **Key language features:** | **Form and structure:** | **Key language features:** | **Form and structure:** |
| **Identity Theme Clusters** | | | | **Form Clusters** | | **Past Paper Questions** | |
| **Childhood:** | **Place:** | | **Growth and self-discovery:** | **Regular verse structure outside of a set form:** | **Free Verse:** | All past paper questions continue the same, so only the first half of each option is pasted below. See bottom of the list for the remainder of the question.  Look again at [**Genetics by Sinead Morrissey**](https://thinklit.co.uk/genetics-by-sinead-morrissey/) which deals with the theme of **influences on identity…**  Look again at [**Here by R. S. Thomas**](https://thinklit.co.uk/here-by-r-s-thomas/) which deals with the theme of **a sense of who** **you are**…  Look again at [**Piano by D.H. Lawrence**](https://thinklit.co.uk/piano-by-d-h-lawrence-analysis/)which deals with the theme of **how childhood memories influence identity…**  Look again at [**Belfast Confetti by Ciaran Carson**](https://thinklit.co.uk/belfast-confetti-by-ciaran-carson/) which deals with the theme of **how place influences identity…**  Look again at [**Dover Beach by Matthew Arnold**](https://thinklit.co.uk/dover-beach-by-matthew-arnold/)which deals with the theme of **having doubts…**  Look again at[**Invictus by William Ernest Henley**](https://thinklit.co.uk/invictus-by-william-ernest-henley/)which deals with the theme of**difficult experiences…**  Look again at[**Kid by Simon Armitage**](https://thinklit.co.uk/kid-by-simon-armitage/)which deals with the theme of**growing up…**  Look again at[**Prayer Before Birth by Louis MacNeice**](https://thinklit.co.uk/prayer-before-birth-by-louis-macneice/)which deals with the theme of**facing danger**  Look again at [**Sonnet 29 by William Shakespeare**](https://thinklit.co.uk/sonnet-29-by-william-shakespeare/) which deals with the theme of **discontent…**  Look again at [**The Road Not Taken by Robert Frost**](https://thinklit.co.uk/the-road-not-taken-by-robert-frost/) which deals with the theme of **looking back…**  … and at one other poem from the IDENTITY anthology which also deals with the theme of (see above).  With close reference to the ways each poet uses language, compare and contrast what the speakers in the poems say about (theme above). You should include relevant contextual material. | |
| **Memory:** | **Conflict:** | | **Faith and doubt:** | **Dramatic Monologue:** |
| **Family relationships:** | **Romantic love:** | | **Sense of self:** | **Sonnet:** | **Villanelle:** |