

Name _____

YEAR 9 UNIT 4

Victorian Poetry- Tennyson, Elizabeth Browning, Henley, Rosetti, Dickinson

Mastery learning

At the end of every unit we study there will be an end of unit quiz to give you an opportunity to demonstrate your knowledge and understanding.

There is no new knowledge in this booklet – everything here has been covered 3 times in class: when reading and annotating our booklets; in the ‘Do Now’ activities and in the weekly quizzes.

We expect you to work at home to consolidate your knowledge using this booklet. If you have any questions, please speak to your teacher. You may write on this, highlight it and make notes. Test yourself and get others to test you until your knowledge and understanding are secure.

There are 3 sections to every booklet:

1. **Knowledge Organiser:** Learn the knowledge. In the end of unit quiz, certain information will be missing and you will be expected to fill in the gaps.
2. **Spellings and definitions:** make sure you learn the correct spelling of words and a clear definition of its meaning
3. **Knowledge questions:** These are taken from the weekly Friday quizzes

The Charge of the Light Brigade by Alfred Lord Tennyson 1854	
Obedience	The soldiers complied with the order, which led to their deaths.
Patriotism	The quality of being devoted to one’s country.
Sacrifice	The soldiers were killed during this battle on behalf of their country.
The Lady of Shalott by Alfred Lord Tennyson 1833	
Isolation & detachment	not just physically, but emotionally too. She wants companionship, comfort, and love.
The Natural world	The natural world reflects the mood of the Lady of Shalott and the atmosphere of the poem.
Camelot	Symbolically, represents the outside world and freedom.
The Cry of the Children by Elizabeth Barratt Browning 1843	
Child labour	The poem speaks about the horrors of this in the Victorian Era
God	described as being ‘speechless as a stone’
Invictus by William Ernest Henley 1888	
Individual Agency	The power of the human mind and the individual is revealed in this inspiring poem. It proports that one’s mind can meet any struggle or circumstance.
Unconquerable Soul	The spirit of a human is praised for being able to overcome any situation life presents.
Stoicism	Self-control and strength to overcome destructive emotions.
Because I could not stop for Death by Emily Dickinson 1863	
Death	Personified throughout the poem and is depicted as a suitor who takes the speaker on a carriage ride.
Cyclical	Many of the images in the poem reflect that life and death are in a cycle.
Hope is the thing with feathers by Emily Dickinson 1861	
Hope	An extended metaphor, it is compared to a bird which settles in the soul
Endurance	Hope is shown to withstand the difficulties of life.
Human suffering	Dickinson refers to the inhospitable nature of the dark and stormy weather in the poem's setting.

Spellings:	Definition:
Sacrifice	
Gallantry	
Mythical	
Visionary	
Unappreciated	
Anaphora	
Bucolic	
Idyllic	
Ephemeral	
Perspective	
Laureate	
Assonance	
Patriarchal	
Martyr	
Abolition	
Serenity	
Atrocities	
Prolific	
Irony	
Stoicism	
Resilience	
Courage	
Didactic	
Invictus	
Adversity	
Bludgeon	
Posthumously	
Penchant	
Inevitable	
Ambiguous	
Hymn	
Penultimate	
Ephemeral	
Tenacity	
Eccentric	
Aesthetics	

Knowledge check

1. What is a poet laureate?
2. Who is the current poet laureate?
3. Define: clergy
4. Define: nomadic
5. In what way was the Crimean War the first 'media war'?
6. What prompted Tennyson to write 'Charge of the Light Brigade'?
7. What was Florence Nightingale also known as?
8. Who was Mary Seacole?
9. Define: anaphora
10. What does the rhythm of 'Charge of the Light Brigade' mirror?
11. What is an isometric stanza?
12. How many beats/syllables in a metrical foot?
13. How many beats in tetrameter/trimeter?
14. How does Tennyson introduce a sense of mystery and intrigue?
15. What is the catalyst for the Lady's sigh 'I am half sick of shadows'?
16. What is tragic and ironic about Lancelot's words?
17. Define: didactic
18. What inspired Barrett Browning to write 'The Cry of the Children'?
19. Define: assonance

20. Why do the children wish for death?
21. Why do the children worry God hasn't answered their prayers?
22. What is the direct, explicit criticism of the authorities at the end of the poem?
23. What method: 'The reddest flower would look as pale as snow'?
24. Define: Invictus
25. What does the poem 'Invictus' suggest about the nature of fate?
26. What is the biblical allusion in the poem?
27. How does Death arrive in 'Because I could not stop for Death'?
28. What are the children doing when they pass the school?
29. How is she dressed inappropriately?
30. Where does she eventually arrive?