Poetry: Comparative Essay

**Year 10 English | Due date: 31 May 2024 | Word count: 700**

***Learning intentions:*** *To appreciate how authors use techniques including structure to communicate with audiences. To practice expressing and arguing ideas about complex themes. To practice using correct formal academic language.*

**Essay Question:** How do the poetry techniques used in *Ozymandias*, *Dulce Et Decorum Est,* and *Do Not Go Gentle Into That Good Night* help develop the reader’s understanding of the poet’s attitude toward death in each poem?

**Helpful Hints & Suggestions:**

* This is a comparative essay, which means that every point should either COMPARE (look at the similarities) or CONTRAST (look at the differences) between two or more techniques used in the poems.
* Plan your essay before you start writing it. Decide on at least three main points of comparison or contrast, and choose the quotes you will use as evidence.
* Paragraphs should follow the PEEL format (point, evidence, elaborate, link).
* The ELABORATION step is the most difficult and requires the most depth of thought.
  + Analyse the meanings of the words or phrases used, including connotations
  + Think about why the poet used this technique, what they were trying to achieve (purpose)
  + Explain specifically what this technique shows the audience about the poet’s *attitude* – how do they feel about death? How can you tell from this?

**Example body paragraph layout**:

**POINT:** Author 1 and Author 2 both use techniques to show *X* [similar/different] attitude to death

**EVIDENCE 1:** In *Poem Y*, Author 1 uses *Z* technique when he says “quote” (reference)

**ELABORATE 1:** this technique shows that Author 1 has *X* attitude towards death, BECAUSE (reason)

**EVIDENCE 2:** In *Poem Q,* Author 2 uses *W* technique when he says “quote” (reference)

**ELABORATE 2:** This technique shows that Author 2 has *X* attitude towards death, BECAUSE (reason)

**(OPTIONAL: EVIDENCE/ELABORATE 3:** 3rd poem)

**LINK:** This proves [overall thesis] that the authors’ attitudes to death are [similar/different] because

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| **Performance Standards** | **A** | **B** | **C** | **D** |
| **Structure:**   * Essay has a clear structure including an introduction, body paragraphs, and a conclusion * Each paragraph is structured well and flows logically, developing the argument clearly using the PEEL format (point, evidence, elaboration, link) |  |  |  |  |
| **Evidence:**   * Supports points effectively using multiple well-chosen quotes from the text as evidence * Quotes are formatted correctly (quotation marks, author name & date) |  |  |  |  |
| **Depth of Analysis:**   * Logical and clearly explained conclusions about the authors’ attitudes toward death * Compares and contrasts techniques using examples from all three poems * Elaboration step contains depth of analysis: WHAT the technique shows about their attitude, HOW it shows this, and WHY it was chosen (purpose) |  |  |  |  |
| **Language:**   * Uses academic language (no 1st person, slang, colloquialisms) * Concise, dense paragraphs packed with meaning (not waffly, repetitive or vague) * Tone is formal and objective (no emotive language) * Nominalised & condensed noun groups * Uses comparative language * Uses connectives to link ideas together (e.g. therefore, however, in addition, equally) |  |  |  |  |

