Songs of Ourselves Poetry

Volume 1

STUDENT BOOKLET

NAME: _____

Using 'what, how, why' to develop your response

What – this indicates when you are providing a personal response (What do you see? What is presented? What do you learn?)
How – this often refers to method and techniques (How is this shown?)
Why – this often refers to writer's intention or message (Why has this been used? Why are you being shown this? Why is it presented in this way?)

What

- What do you see?
- What do you think?
- What is your impression?
- What is your view?
- What do you learn?
- What do you understand?
- What is being presented?
- What is the writer showing you?
- What can you say about the mood/perspective/emotions/ big ideas/themes?

How

- How do you know this?
- How is it shown to you?
- How is it presented?
- How are you affected?

Why

- Why does the writer do this?
- Why does the writer present it in this way?
- Why does the writer want you to feel this way?
- Why has this word / technique been used?

Language, Structure & Form			
Foil	Religious imagery	Juxtaposition	Imagery
Metaphor	Alliteration	Blank verse	Onomatopoeia
Rhyming verse	Mood	Oxymoron	Syntax
Monosyllabic	Repetition	Contrasts	Allusions
Paradox	Rhetorical question	Pun	Consonance
Hyperbole	Symbolism	Foreshadowing	Assonance
Cacophony	Euphony	Refrain	End stopped line
Caesura	Enjambment	Parallelism	Euphemism
Irony	Rhythm	Internal rhyme	Rhyme scheme
Half rhyme	Rhyming couplet	Feet and meter	Anaphora
Polysyndeton	Stanza	Free verse	Dramatic monologue
Asyndeton	Diacope	Epizeuxis	Lyric

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What

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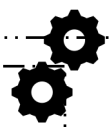
How



- How do you know this?
- How is it shown to you?
- How is it presented?
- How are you affected?

Why

- Why does the writer do this?
- Why does the writer present it in this way?
- Why does the writer want you to feel this way?
- Why has this word / technique been used?

Use the phrases on the next page to help you build your response

How to turn this into a written response:

WHAT: Writer's name + adverb + analytical verb + your idea

HOW 1: Embed quotation

HOW 2: Method + analysis + interpretation of meaning + connective to double up analysis

WHY: Tentative phrase + Writer's name + critical verb + interpretation (context / reader)

Developing your analysis: guiding questions

Points – Development and analysis	Development by linking – take ideas further
What kind of **mood/tone/atmosphere** is created? How? Why? What do you **learn** about the mood/perspective/emotions/ big ideas/themes? How are these presented? Why? What is the intended **effect** of…? How is this achieved? What **technique/ method** has been used? • Why has it been used? • What is the effect? • How does it reinforce the message? • How does it reinforce your point? • How does it reinforce or reflect the themes? • Can you double up on the techniques used? • What is the effect? • Why was it chosen? What kind of **language** has been used? Diction/word choice/imagery? • What are the connotations? • How does it affect the reader? • Why has it been used? Why this particular word? • Where is it? Why? • How does it reinforce the message/poet intention? • How does it reinforce your point? How is the reader supposed to feel/react? How do you know? What ideas are expressed/presented? How? Why?	Link to **context** as a way of developing interpretation of meaning: What do you know about the time period? What do you know about the poet? Why was the poem written? Issues that the poet is commenting on. Link to the **form:** What is the form of the poem? What do you know about the features of this form? To what extent does the poem adhere to the features of the form? Why? Link to poet's **intention**: What is their message? How does your example show this? What do they want you to understand? How do you know? What do they want you to do? How do you know? **Key phrases:** This suggests This implies This reinforces This reveals This shows **The poet is:** Critiquing Highlighting Subverting Presenting Emphasising

How to analyse a quotation

1. Ensure the quotation you have chosen is **interesting and relevant.**
2. Highlight anything **significant** in this quotation. This could be a technique or interesting word choice.
3. **Identify** the technique or word class.
4. Go through the steps in the boxes below. Try and say as much as you can and layer your analysis.

How to analyse a technique or device:

- **What** technique or device is used?
- **Why** is it used?
- **What** is the effect?
- **How** does it reinforce the message?
- **How** does it reinforce or reflect the themes?

How to analyse language:

- **What** word stands out?
- **Why** has it been used?
- **What** is the effect?
- **How** does it reinforce the message?
- **How** does it reinforce or reflect the themes?
- **How** does it reinforce the effect of the overall technique?

Why did the poet make these choices?
How do they convey emotion?
How do they present themes and big ideas?
How do they control the reader's response?
What is the impact on the reader?

QUOTATION DEEP DIVE

1. Ensure the quotation you have chosen is **interesting and relevant.**
2. Highlight anything **significant** in this quotation. This could be a technique or interesting word choice.
3. **Identify** the technique or word class.
4. Go through the steps in the boxes below. Try and say as much as you can and layer your analysis and interpretation.

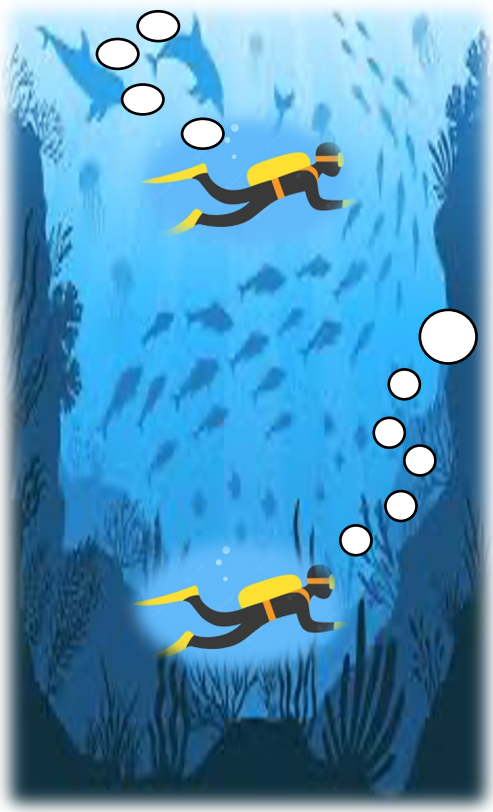
SURFACE LEVEL

Explanation:
What is being presented?
What do you see?
What do you understand?

DIVE IN

Dive in and analyse a technique :
What technique or device has been used?
Why has it been used?
What is the effect?
How does it reinforce the message?
How does it reinforce or reflect the themes?
How can you use context as a way of developing your interpretation?

Dive further and analyse language:
What word stands out?
What are the connotations?
Why has it been used?
What is the effect?
How does it reinforce the message?
How does it reinforce or reflect the themes?
How does it reinforce the effect of the technique?
How can you use context as a way of developing y
interpretation?



Dive further and layer your interpretation and analysis:
What else can you say?

It could also be argued__
In addition _____
It is possible that___
It may___
Perhaps___
It seems that___
This might suggest___
The use of a _____ could also

Interpretation Ladder

Build up your interpretation step by step!

Step 7: Offer alternatives
'Alternatively, it might suggest...' this allows you to explore contrasting interpretations.

Step 6: Add layers
Use 'This could also...' to explore multiple possibilities.

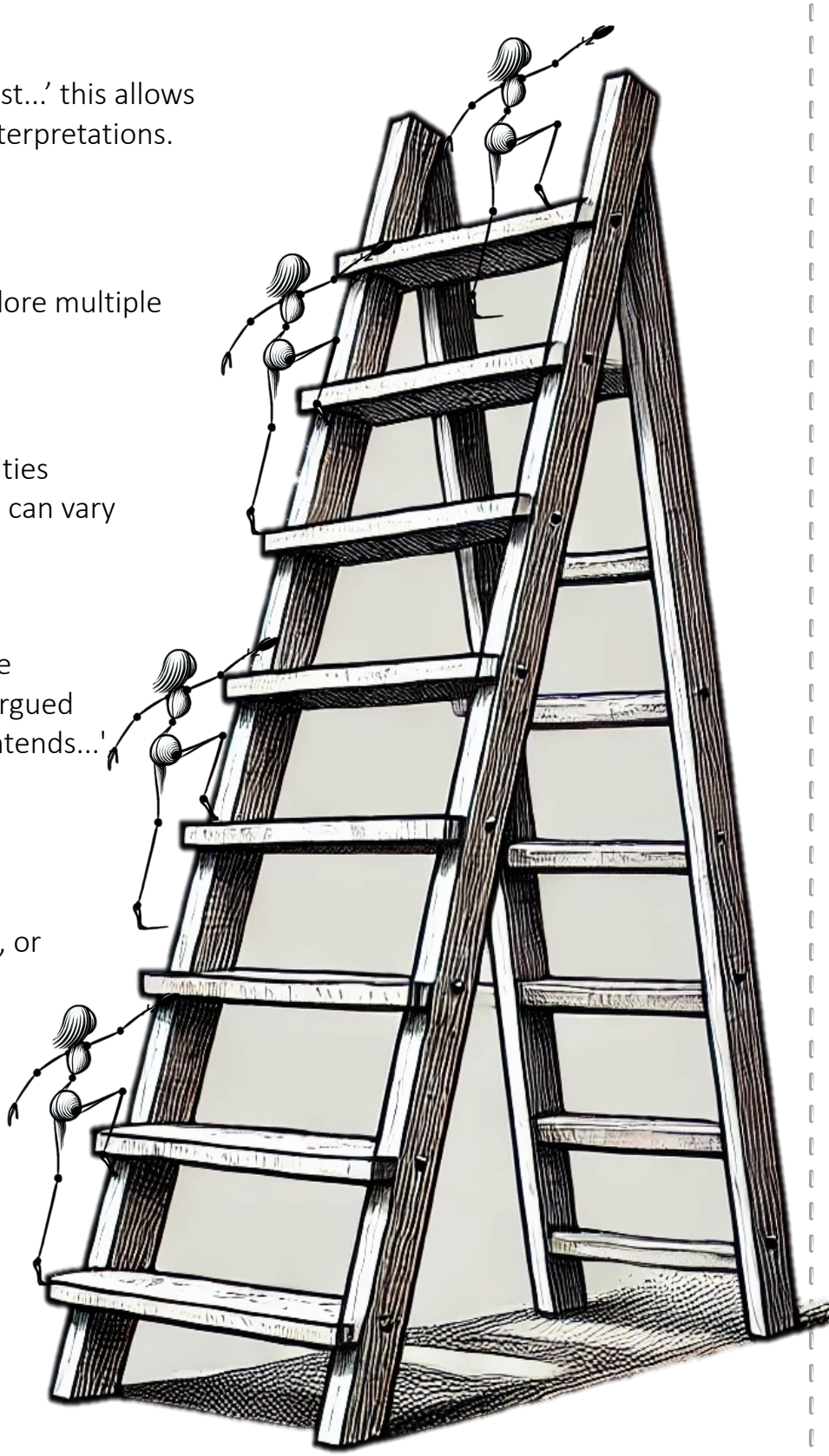
Step 5: Acknowledge ambiguities
Highlight how interpretations can vary depending on perspective.

Step 4: Use tentative language
Use phrases like 'It could be argued that...', 'Perhaps the author intends...' 'This may suggest...”

Step 3: Context
How might historical, cultural, or social context impact this interpretation?

Step 2: Infer meaning
What does this suggest or reveal? Link to themes, character motivations, or the writer's purpose.

Step 1: Evidence First Start with evidence from the text.



Making notes on the poems

In this section of the booklet you will make notes on your understanding of each poem. You will aim to interpret meaning and analyse the methods employed by the poet. We will use the acronym MASSTT as a way of helping us to understand, interpret and analyse a poem.

This section also contains biographical and contextual information.

Meaning / message
Analysis
Summary
Speaker
Themes
Tone

Poet information and context: Katherine Philips

Biographical information

Katherine Philips (1632–1664) was a poet known as 'The Matchless Orinda'. Katherine Philips was born in 1632 in London to a prosperous family. Her father, John Fowler, was a merchant who worked with the Honourable East India Company, indicating the family's status in the emerging mercantile elite. As a child, Katherine was well-educated, which was rare for girls of her time. She attended boarding school in Hackney, known for providing advanced education to daughters of the gentry and wealthy merchant families.

At 16, Katherine married James Philips, a member of the Welsh gentry who was 38 years older than her. This alliance elevated her social position further, linking her to land-owning elites in Wales and England.Her husband's political ties as a Parliamentarian during the English Civil War may have influenced her ability to navigate intellectual circles, despite her often apolitical stance.

She lived during the 17th century and was admired for her lyrical poetry and social connections. She focused on themes like friendship, love, and loyalty, often expressing these ideas through an idealised view of relationships, particularly friendships between women.

Philips was part of a literary group, often referred to as a 'society of friendship', where she shared her work. Her poetry was unique for its time as it highlighted emotional bonds and personal feelings instead of focusing on politics or religion.

She wrote during the English Civil War and Restoration, using her poetry to explore human connections in an unsettled world. Despite living in a male-dominated literary scene, she gained significant respect and was one of the few women of her time whose work was published and celebrated.

Her poetry style included metaphysical influences, featuring clever wordplay and emotional depth. She wrote about her experiences and the value of loyalty and understanding, making her work relatable and admired even today.

Source: www.poetryfoundation.org; www.Britannica.com

Poet information and context: Katherine Philips

Context to help with the interpretation of the poem

- Katherine Philips is significant as a female writer because she was one of the first women in 17th-century England to gain widespread recognition for her literary work in a male-dominated field. She was celebrated during her lifetime, which was unusual for women writers of her era, and her work was published and praised by literary figures and aristocrats alike.
- Philips wrote about personal experiences and emotional connections in an era when women were expected to remain silent about private matters. Her poetry gave a voice to female perspectives and feelings, challenging the belief that such topics were unworthy of literary attention.
- Philips wrote extensively about close, idealised friendships between women, presenting these relationships as deep, intellectual, and emotionally fulfilling. This was a radical departure from traditional poetry, which often focused on romantic or courtly love between men and women. She elevated the importance of female bonds in a way that challenged societal norms of her time.

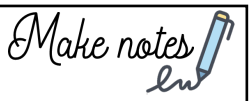
Key vocabulary

Constraint
Independence
Sacrifice
Expectations
Rebellion
Conformity
Patriarchy
Liberation
Virtue
Social norms
Autonomy
Caution
Resistance
Freedom
Individuality
Gender roles

MASSTT

‘A Married State’
By Katherine Philips

Summary:



Meaning / message / issues / big ideas

Speaker	Themes	Tone/mood

‘A Married State’
By Katherine Philips

Add your analysis of language, structure and form here

MASSTT

This poem is one stanza and has been broken up for annotation purposes

A married state affords but little ease;

The best of husbands are so hard to please:

This in wives’ careful faces you may spell,

Though they dissemble their misfortunes well.

A virgin state is crowned with much content,

It’s always happy as it’s innocent:

No blustering husbands to create your fears,

No pangs of childbirth to extort your tears,

No children’s cries for to offend your ears,

Few worldly crosses to distract your prayers.

‘A Married State’
By Katherine Philips

Add your analysis of language, structure and form here

MASSTT

Thus are you freed from all the cares that do

Attend on matrimony, and a husband too.

Therefore, Madam, be advised by me:

Turn, turn apostate to love’s levity.

Suppress wild nature if she dare rebel,

There’s no such thing as leading apes in hell.

Glossary

Affords – Provides or offers.
Dissemble – To hide or disguise true feelings or intentions.
Blustering – Loud, aggressive, or forceful behaviour (often associated with men in the context of the poem).
Extort – To force or compel (here, referring to the physical pain of childbirth).
Crosses – Challenges, difficulties, or burdens in life.
Attend – To accompany or come with something (e.g., responsibilities accompanying marriage).
Apostate – Someone who turns away from a belief or loyalty (used metaphorically in the poem to describe rejecting love).
Levity – Lightness or lack of seriousness (often seen negatively in this context).
Leading apes in hell – A 17th-century idiom referring to the belief that unmarried women would be punished in the afterlife by leading apes in hell, symbolising societal scorn for women who did not marry.

‘A Married State’
Additional Notes / Analysis

Make notes

‘A Married State’
Additional Notes / Analysis

Make notes

Activities

In this section of the booklet, you will complete a range of activities. These activities will help to enhance and solidify your understanding of the poems.

You will also practise some exam skills here.

‘A Married State’ – couplet analysis

Couplet	What it contributes
'A married state affords but little ease; / The best of husbands are so hard to please.'	
'This in wives’ careful faces you may spell, / Though they dissemble their misfortunes well.'	
'A virgin state is crowned with much content, / It’s always happy as it’s innocent.'	
'No blustering husbands to create your fears, / No pangs of childbirth to extort your tears.'	
'No children’s cries for to offend your ears, / Few worldly crosses to distract your prayers.'	
'Thus are you freed from all the cares that do / Attend on matrimony, and a husband too.'	
'Therefore, Madam, be advised by me: / Turn, turn apostate to love’s levity.'	
'Suppress wild nature if she dare rebel, / There’s no such thing as leading apes in hell.'	

‘A Married State’ – couplet analysis
Follow-up questions

Question	Notes
What patterns do you notice in the structure and progression of the couplets?	
How does the speaker build their argument across the poem?	
Which couplet do you find most persuasive or significant, and why?	

‘A Married State’ – essay notes

Purpose and message of poem

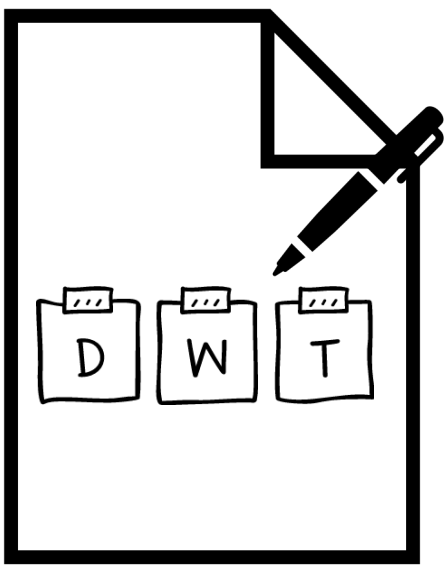
Context and relevance today

How does Katherine Philips use language and structure to powerful effect in her poem ‘A Married State’?

Ideas in response to the question. Can you make clear points here?

Quotations that support your ideas / points

Dedicated Writing Time Tasks



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Dedicated Writing Time

'A Married State': Write up your analytical paragraph

How does Katherine Philips use language and structure to powerful effect in her poem 'A Married State'?

1

Dedicated Writing Time

'A Married State': Write up your analytical paragraph

How does Katherine Philips use language and structure to powerful effect in her poem 'A Married State'?