A CENTURY LATER

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WHAT HAPPENS? An attack on a schoolgirl becomes a vision of continuing education and collective resistance.

BIG IDEA **Violence cannot fully control the imagination or the collective demand for education.**

FOUR EVIDENCE FRAGMENTS · ZOOM IN, THEN EXPLAIN

“battle”

Extended metaphor

Going to school acquires the danger and resolve of a military campaign.

“orchard”

Natural imagery

Mental life is imagined as fertile despite an attempt to destroy it.

“ordinary”

Adjective

The aspiration is access to everyday freedoms, not exceptional privilege.

“standing up”

Double meaning

Physical action also becomes a political refusal to submit.

FORM

Free verse shifts from an external description to the girl’s direct address and a widening collective ending.

CONTEXT

The poem responds to the attack on Malala Yousafzai and echoes the battlefield vocabulary of First World War poetry.

COMPARE IT WITH…

England in 1819: oppressive power and hope. Thirteen: young people exposed to institutional harm.

VOICE, TONE & FEELINGS · FOLLOW THE SHIFTS

Journey to class

THREATENING

The language of combat makes an ordinary school day a situation of exceptional danger.

Attack and inner world

RESILIENT

The wounded mind is pictured through growing natural spaces rather than destroyed possibility.

Girl’s reply and others

DEFIANT AND COLLECTIVE

One survivor’s refusal becomes a movement of schoolgirls continuing towards education.

FULL POEM: use your anthology. Evidence fragments are prompts for close reading.

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