## What happens?

A speaker challenges a selective education and reclaims neglected historical figures.

## The main idea

Identity develops through questioning the histories that institutions choose to make visible.

## 1. “Dem tell me”

Method: Refrain

Repeated instruction becomes evidence of an imbalance of authority.

## 2. “Blind”

Method: Metaphor

Selective education is presented as an obstruction to self-knowledge.

## 3. “healing star”

Method: Metaphor

Seacole becomes a source of guidance as well as medical care.

## 4. “carving”

Method: Creative verb

The ending presents identity as an active, ongoing achievement.

## Form and structure

A performance-oriented poem with contrasting stanza shapes, rhythms and typography rather than a fixed metre.

## Development, voice and tone

Repeated teaching — Mocking and frustrated. An imposed curriculum is made audible through recurrent reports of what is taught.

Alternative histories — Celebratory. Distinct verse passages give neglected figures the imaginative space denied to them.

Ending — Self-assertive. The speaker moves from receiving a history to actively shaping an identity.

## Context

Agard challenges a colonial education and celebrates histories of Black resistance and care. His chosen voice asserts cultural authority.

## Comparison links

The Emigrée: protecting identity. London: institutional power.

## Recall question

How does the form enact the act of resistance?