

## DUMBO QUOTES:

"YOU AIN'T UP IN NO TREE."

"I SEEN ALL THAT TOO."

Avi

### Global issue

- entertainment west Africa

representation issue strict major social problem

↳ resulted in the movement all around the world

still loved

↳ change how english used

use AAVE

to mock

↳ Dumbo idea being

perpetuates of black africans criminals

many films still like that

↳ Police + racial profiling

↳ Agard literary movement

to give a powerful voice

challenging the white gaze  
↳ children in their attitudes

Ari





# Checking Out Me History

Emphasises separateness of the British education system from himself. Repetition of "Dem" and "me" creates a sense of 'them and us'.

Deliberate attempt to hide history. Image of bandage is ironic — bandages should aid healing, but here *they've* caused blindness.

Metaphor for not allowing him to see his own history.

Succession of short lines slows the pace — suggests he's breaking off from his main point to recall this memory.

Strong rhymes and broken syntax show importance of oral communication.

Repetition makes it sound like a chant, creating a confident and forceful mood.

Linked to vision — she can see into the future.

Suggests that she's passionate. Linked to warmth and light.

European coloniser compared to native American cultures that resisted slavery — restriction contrasted with freedom. Also a reminder that there's always more than one version of history, but he's only been taught one — that of the colonists.

Figures from British folklore and nursery rhymes contrast with Mary Seacole, an important real-life figure.

## POEM DICTIONARY

Toussaint L'Ouverture — a ruler who led the slaves to victory in the Haitian revolution

Nanny de Maroon — leader of the Maroons (runaway slaves), who led Jamaican resistance against the British

Lord Nelson — officer in the Royal Navy who died during the Battle of Trafalgar  
Shaka — influential Zulu leader and warrior  
Caribs and Arawaks — Caribbean people whose islands were invaded by Europeans  
Mary Seacole — Jamaican nurse who helped the sick in the Crimean War

Dem tell me  
Dem tell me  
Wha dem want to tell me

Bandage up me eye with me own history  
Blind me to me own identity

Dem tell me bout 1066 and all dat  
dem tell me bout Dick Whittington and he cat  
But Toussaint L'Ouverture  
no dem never tell me bout dat

Toussaint  
a slave  
with vision  
lick back  
Napoleon  
battalion  
and first Black  
Republic born  
Toussaint de thorn  
to de French  
Toussaint de beacon  
of de Haitian Revolution

Dem tell me bout de man who discover de balloon  
and de cow who jump over de moon  
Dem tell me bout de dish ran away with de spoon  
but dem never tell me bout Nanny de maroon

Nanny  
see-far woman  
of mountain dream  
fire-woman struggle  
hopeful stream  
to freedom river

Dem tell me bout Lord Nelson and Waterloo  
but dem never tell me bout Shaka de great Zulu  
Dem tell me bout Columbus and 1492  
but what happen to de Caribs and de Arawaks too

Dem tell me bout Florence Nightingale and she lamp  
and how Robin Hood used to camp  
Dem tell me bout ole King Cole was a merry ole soul  
but dem never tell me bout Mary Seacole

From Jamaica  
she travel far  
to the Crimean War  
she volunteer to go  
and even when de British said no  
she still brave the Russian snow  
a healing star  
among the wounded  
a yellow sunrise  
to the dying

Dem tell me  
Dem tell me wha dem want to tell me  
But now I checking out me own history  
I carving out me identity

Phonetic spelling of Caribbean accent — narrator's voice links to his identity.

Repeated phrasing shows that heritage and personal identity are connected.

Dismisses British history — assumes the reader knows it.

Uses pantomime as example — makes British history seem trivial compared to Toussaint.

Double negative sounds assertive and angry.

Images of light and vision contrast with the blindness of his formal education.

Uses nursery rhymes as an example of British history — makes it seem trivial but also links it to the tradition of reciting poems out loud.

The simple rhyme scheme emphasises the silliness of the white history he's been taught. Rhymes build up to last line — highlights what he wasn't taught.

Connects Nanny to nature and water — she seems like a spiritual person. She's also associated with hope and liberty.

Rhyming couplets a sense of childhood

Makes Florence Nightingale's work sound unimportant and basic. Linked to folklore and nursery rhyme characters in stanza — undermines her.

Although at first glance the italics seem to be 'proper' it isn't.

Seems more real and relevant than the scenes from white history.

Suggests she's defiant and brave.

Repeats phonetic lines from first stanza — reminds us of the narrator's anger.

Emphatic final word — sums up the main theme. He's going to use his own history to create his identity.



## Intro:

1. Dumbo - Walt Disney 1941 & Checking out the history by John Agard.
2. Issue of global significance  
- How non standard English is used to marginalise & empower individualise & societies.

## Dumbo:

3. AAVE is used to bind AA stereotypes to the crown.
4. Example: "You ain't up in no tree" Double negative. Typical Mocking scene: "I seen all that too." Gang - characters, vicious false archetype ascribed. Photo - Illieit!! activity <sub>they are black!!!</sub>
5. As it kids film - raises concerns, association negative stereotypes.
6. Focus - CMH.  
Rhyming couplets - childish  
Two tones but they both  
Use NSE - still powerful + important  
He uses NSE

Ariane

"Oem tell me" plosive 'D' division  
between history tellers & B&W peeps

# FOA

Global Issue: the use of AAVE / non-standard English is used to represent minority groups

Literary work: Cheeking Out Me History - John Agard

Non literary work: Extracts from Dumbo - Walt Disney

marginalise + empower

Intro:

1. First is Dumbo - Walt Disney film 1941, Second is Cheeking out me history by John Agard.

2. The issue of global significance is use of non standard English to create or withdraw power from individuals + societies

Dumbo:

3. AAVE is used to bind AA stereotypes to the characters

4. Examples "You ain't up in no tree." (Disbelief, doubt) which shows "I seen all that too" Missing auxiliary Mockery + children absorbing it. Frame - negative stereotypes. Coupled - negative

5. As it is a kids film, raises concern as subconscious associate bad things with AA. Jim Crow

What activity,

Character tropes <sup>neg stere</sup> funny, dumb, wise, angry - gorms, frequently ascribed to Black men



Ari

COMH:

6. 36 - 39 - Rayming couplets - childish  
but contrast more serious tones in Italics (over AAVE)
- "Dem tell me" Plosive 'D' creates division between
7. 51 - 53 First use of pronoun 'I' empower  
In control. Also metaphors 46 & 48 - power is more than h
8. "Identity" emphatic, succinct - poem  
summary. As uses non-standard English  
as part of his identity + history of NSE

Intro:

9. AAVE / NSE used in two different ways  
& to flatten AA minorities in 2D stereotypical  
& to strengthen identity - roots

10. Global representation use of AAVE / NSE  
in media literature - white male gaze on  
history & identity(?) detrimental?

"Jive" "Ebonics"