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| **A) KEY INFO / STRUCTURE** | **B) TECHNIQUES** | | **C) QUOTATIONS** | **C) EFFECTS AND KEY VOCABULARY** | The Explorer’s Daughter |
| **Text type / narrative voice:**  First person piece which mixes narrative and descriptive writing about narwhals and their habitat with more a more scientific exploration of why hunting is necessary. It is an equivocal piece but it reaches a strong conclusion. | | 1. Use of **light and colour imagery** | *“a spectral play of colour”*  *“the glittering kingdom”*  *“evening light was turning butter-gold”* | The **opening paragraphs** create a sense of the narwhals being almost **mythical**. Herbert creates a sense of awe and wonder. She does not fully describe what they look like, but instead focuses on **how they interact with their environment.** She builds **sympathy** for the animals, suggesting they are rare and precious. |
| 2. Use of **adverbs** to describe the narwhals | *“slowly, methodically”*  *“rarely”* |
| **Structure of the piece:**  l.1-16 The narwhals in and the hunters on the fjord are described beautifully  l.17-32 The tone shifts sharply as Herbert describes the many uses narwhals are put to  l.33-51 The focus moves to the hunters and their families, but Herbert also shows sympathy for the narwhals  l.52-63 Herbert ends the piece strongly on the side of the hunters, in spite of her obvious admiration for narwhals | | 3. Use of **factual, scientific** language | *“rich in necessary minerals and vitamins”*  *“rich source of vitamin C”* | The language here is **dispassionate**, but the sheer **number of facts** she presents and the very **long list** of the essential things narwhals provide mean this paragraph is very **biased towards hunting**. The **tone** is very different from the more descriptive opening. |
| 4. Use of a **long list** of uses of narwhals | *“blubber…meat…tusk”* |
| 5. Use of **verbs and adverbs** | *“clustered” “focusing” “spinning”*  *“instinctively” “intently”* | The humans on the shore and in the hunting boats are described as **desperate and vulnerable**. Hunting narwhals is **essential** but also very **dangerous**. Herbert **builds sympathy** for the narwhals by attributing to them **qualities and behaviours** more associated with humans. |
| 6. Use of **anthropomorphism** | *“intelligent creatures”*  *“they talk to one another”* |
| 7. Focus on the writer’s **emotions** | *“my heart leapt”*  *“I urged the man on...my heart also urged the narwhal to..survive”* | As one hunter begins to attack a narwhal, Herbert is **torn** about whether she wants the hunter or the creature to **prevail**. However, the piece **culminates** with a **clear assertion** that hunting has to continue for Inughuit people to survive. |
| **Related texts:**  *Explorers or boys messing about?*  *H is for Hawk* | | 8. **Unequivocal** solution to her dilemma | *“Hunting is still an absolute necessity in Thule”* |  |