# Year 9 Term 1: Conflict M

Conflict is an undeniable part of the human experience. Whether it be personal conflict, conflict between individuals or conflict on a global scale.

Many of the poems you will study this term deal with the perspectives of those involved in war and the effect this intense conflict has on them as individuals. Conflict may be inevitable in society, however many of these poets question whether war or violence should be.

War and poetry have always gone hand in hand. The first great work of poetry that has come down to us, *the Iliad,* is about nations in conflict. No war however, has produced a greater wealth of English poetry than the First World War.

## Context

WWI began on **28 July 1914 and ended on 11 November 1918**. It was one of the deadliest conflicts in history; an estimated 9 million people were killed in combat, while over 5 million civilians died from military occupation, bombardment, hunger, and disease.

As a group, **war poets wrote poems which were often violent and realistic, challenging earlier poetry which largely glorified war**. The first-hand experience of war is maybe one reason why there is such a shift in the attitude of poets towards war.

The poets of WWI tend to question the reason for war, document the horrors of trench warfare and lament the mass death of their fellow soldiers.

## Themes

**Absurdity of war**
**Horror of war**
**Patriotism**
**Heroism**
**Death**
**Sacrifice**
**Remembrance**
**Nationhood**
**Nature**
**Loss**
**Duty and honour**
**Criticism of leadership**
**Violence and brutality**
**Evil**
**Love**
**Identity**

## WWI Letters

During the First World War, **letter writing was the main form of communication between soldiers and their loved ones**, helping to ease the pain of separation.
Soldiers wrote letters in spare moments, sometimes from front line trenches or in the calmer surroundings behind the lines.
**Censorship dictated what servicemen were permitted to disclose in their letters.**
However, in practice, men often found ways to impart information, and their letters offer a **powerful and highly personal insight into the experience of war**.
Receiving letters from family and friends was also **vital to morale.**

## Poems

**The Man He Killed - Thomas Hardy**
A dramatic monologue, the poem's speaker recounts having to kill a man in war. In conflict about shooting the man, the speaker says it was "just so"—it was just what happens during war.
**For the Fallen - Laurence Binyon**
Deeply patriotic poem mourns, honors, and celebrates the soldiers who died fighting for England in the war.
**Who's for the Game - Jessie Pope**
A call-to-arms, a targeted address to young men with the aim of getting them to enlist in the British Army.
**The Soldier - Rupert Brooke**
Deeply patriotic and idealistic poem that expresses a soldier's love for his homeland—in this case England, which is portrayed as a kind of nurturing paradise.
**In Flanders Fields - John McCrae**
The poem describes the tragedy of the soldiers' deaths, as well as the ongoing natural beauty that surrounds their graves. It also addresses the question of the next generation's responsibility to carry on the soldiers' battle in war.
**Common Form – Rudyard Kipling**
Kipling speaks here in the voices of the slain, the "angry and defrauded young".
**Perhaps - Vera Mary Brittain**
Poem that mourns the tragic loss of life due to the war.
**I Have a Rendezvous with Death - Alan Seeger**
The poem features a soldier who is certain that death is near. Though the speaker implies that it would be preferable to try to avoid this fate, the poem makes it clear that this is simply not an option because of the speaker's soldierly sense of duty.
**The General - Siegfried Sassoon**
Sassoon critiques those in charge within this anti-war poem.
**Dulce et Decorum Est - Wilfred Owen**
He illustrates the brutal everyday struggle of a company of soldiers, focuses on the story of one soldier's agonizing death, and discusses the trauma that this event left behind.
**The Falling Leaves – Margaret Postgate Cole**
Cole, in her poem, highlights the mass loss of life due to war whilst still trying to honour those who fought.
**Vultures - Chinua**
The poem is an extended metaphor on the nature of evil. It portrays a picture of a concentration camp commander, but begins with an analogy; a description of a pair of vultures.
**Belfast Confetti - Ciaran Carson**
In the poem, an unnamed speaker appears to be caught up in a bomb blast and tries to escape. The poem then explores the relationship between violence and language itself.
**Out of the Blue – Simon Armitage**
Told from the point of view of an English trader working in the North Tower of the World Trade Centre on 9/11, it charts the conflict the speaker feels about jumping from the burning building.
**The Last Post - Carol Ann Duffy**
It imagines what would happen if time ran backwards and those killed in the war came back to life; their lives would still be full of possibilities and filled with "love, work, children, talent, English beer, good food."

## Grammar

**Noun types:**
**Concrete** – A noun we can see, hear, touch, smell or taste
**Abstract** – A noun which we cannot experience with any of the 5 senses e.g. happiness, tension
**Proper** – A noun which is the name or title of something and is capitalised
**Collective** – A singular word used to group together a plural e.g. a group, a herd, a class

**Pronouns**: replaces a noun e.g. she, her, mine, that

**Subject**: Does the action in a sentence or clause

**Verb types:**
**Dynamic** – A verb that we can see/hear being completed – a deliberate action
**Stative** – A verb that we cannot see being completed e.g. I think, I believe
**Imperative** – A commanding verb e.g. Do this work, sit down, let's go
**Modal** – A verb expressing possibility or probability e.g. will, should, could, can, must

**Past tense:** used to describe things that have already happened **Present tense**: used to describe things that are happening now
**Future tense:** describes things that have yet to happen

**Main clause** – A clause which makes sense on its own as a sentence
**Subordinate clause** – A clause which does not make sense on its own as a sentence – it needs another to make it make sense – it starts with a subordinating conjunction

**Coordinating conjunction** – A conjunction which joins 2 main clauses FANBOYS – for, and, nor, but, or, yet and so
**Subordinating conjunction** – A conjunction which joins a subordinate clause to a main one – e.g. while, as, because, since, if

**Simple sentence** – A sentence with only one verb and one main clause
**Compound sentence** – A sentence with more than one main clause, joined by a coordinating conjunction
**Complex sentence** – A sentence with at least one main clause and at least one subordinate clause which can't stand alone as a sentence, joined by a subordinating conjunction

## Grammar

**Adjective types:**
**Descriptive** – An adjective which describes factual characteristics e.g. big, green
**Evaluative** – An adjective expressing an opinion, can be disagreed with e.g. great, boring, amazing
**Emotive** – An adjective which makes the reader feel a strong emotion e.g. shocking, starving, dangerous
**Comparative** – An adjective ending in –er or with 'more' in front of it. e.g. bigger, faster, more exciting
**Superlative** – An adjective ending in –est or with 'most' in front of it. e.g. biggest, fastest, most exciting

**Adverb types:**
**Manner:** tell us how something happens e.g. angrily, quickly
**Time:** tell us when something happens e.g. tomorrow, yesterday
**Place:** where something happens e.g. everywhere, nowhere
**Degree:** describe the intensity of an action or quality e.g. extremely, very, too
**Frequency:** used to describe how often something happens e.g. constantly, frequently

## Poetry Terms

**Speaker/Persona:** the character who tells the story in the poem
**Stanza:** a paragraph in a poem
**Elegy:** a form of poetry in which the speaker expresses grief, sadness, or loss
**Sonnet:** a 14 line poem written in iambic pentameter, rhyming couplet at the end
**Assonance:** repetition of vowel sounds within a tight group of words
**Plosives:** repetition of the p/b/g/d/m sound in words next to each other
**Fricatives:** repetition of the f/th sound in words next to each other
**Sibilance:** repetition of the S sound in words next to each other
**Enjambment:** a run on line in poetry
**Caesura:** punctuation in the middle of a line of poetry
**Rhyme scheme:** pattern of rhyme in a poem
**Free verse:** poem with no regular rhyme scheme
**Extended metaphor:** extends over the course of multiple lines, paragraphs, or stanzas
**Imagery:** visually descriptive or figurative language
**Iambic pentameter:** a line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable
**Meter:** the rhythm produced by the arrangement of syllables according to the number and type of beats in each line
**Rhythm:** the beat and pace of a poem