

Year 9 Term 1: Conflict

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Poems

Conflict is a part of the experience of all humans. We might feel conflict within ourselves, conflict with other people or we might see lots of conflict happening within and between countries around the world.

Many of the poems you will study this term deal with the feelings of those involved in war and the effect this intense conflict has on them as individuals.

Conflict may be expected in society, however many of these poets question whether war or violence should be.

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. It was different from earlier war poetry that sometimes made war sound exciting and heroic.**

The poets of WWI question the reason for war, write about the horrors of trench warfare and their sadness over the mass death of their fellow soldiers.

Themes

- Horror of war
- Patriotism
- Heroism
- Death
- Sacrifice
- Remembrance
- 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.**

Who's for the Game - Jessie Pope
A poem written to young men with the aim of getting them to join the British Army.

The Soldier - Rupert Brooke
Patriotic poem that's about a soldier's love for his homeland—in this case England, which is portrayed as a kind of 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.

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. She uses the symbol of falling leaves to represent the soldiers.

Vultures - Chinua
The poem is about the nature of evil. It portrays a picture of a concentration camp commander, but begins with a different story; a description of a pair of vultures.

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.

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

Verb types:

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

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

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

Rhyme scheme: pattern of rhyme in a poem

Alliteration: same sound at the start of two or more words in a sentence

Simile: comparing two things using like or as

Metaphor: saying something is something else (comparing things without like or as)