

Year 9

Poetry Anthology

Revision:

War

What must I do to revise at home?

- 1. Read through the poems several times.**
- 2. Read through all your notes several times.**
- 3. Test yourself – Can you write analysis paragraphs about each poem?**
- 4. Learn your selected quotations.**
- 5. Read through this booklet.**

Learning Quotations

Choose three short quotations from each poem to learn for the exam. Try drawing a picture they suggest to you alongside them. This will help some of you to remember them. In addition, try reading them aloud to help you to remember quotations. Some of you will learn best by writing them out several times. Work out your way of learning.

Dulce et Decorum Est

1.

2.

3.

Mametz Wood

1.

2.

3.

The Manhunt

1.

2.

3.

A Wife in London

1.

2.

3.

Test yourself.

Make sure you understand all the words in your chosen quotations and have something to say about each of them. You don't have to write it all down. Say it out loud or tell your mum or the dog – anyone who will listen!

Information about the background to the poem (context):

Use the context information on the knowledge organiser (and below) to create quiz questions. Perhaps put the questions on one side of the card and the answer on the other. Ask someone to test you. Could you relate any of this information to a detail from the poem?

Dulce Et Decorum Est

- Owen: volunteered in 1915 to fight as a soldier in World War 1.
- Shellshock in 1916-1917. Recovered in Scotland. Poetry: horrors of war.
- Returned to the battlefield/ shot just one week before the war ended in November 1918.

Mametz Wood

- Owen: volunteered in 1915 to fight as a soldier in World War 1.
- Shellshock in 1916-1917. Recovered in Scotland. Poetry: horrors of war.
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The Manhunt

- Armitage: poet laureate/ no military experience.
- Written for documentary about PTSD in soldiers in Bosnian crisis.
- Speaker: Laura, wife of a soldier (Eddie) who returned from Bosnia with both physical and mental injuries.

A Wife in London

- Hardy: novelist, not a soldier. narrative poem. The two parts are like chapters in a book.
- Boer War fought in 1899-1902. British troops sent to fight in South Africa.
- Focus: impact of war on women – the tragedy of loss felt when their husbands die in war.

Practice Exam Question:

Read the poem below, *Mametz Wood*, by Owen Sheers. In this poem Sheers explores ideas about war. Write about the ways in which Sheers presents war in this poem. [15]

In your answer you should write about:

- what they are about and how they are organised;
- how the writers create effects, using appropriate terminology where relevant;
- the contexts of the poems, and how these may have influenced the ideas in them;
- how you respond to or interpret the poems.

Mametz Wood by Owen Sheers

For years afterwards the farmers found them –
the wasted young, turning up under their plough blades
as they tended the land back into itself.

A chit of bone, the china plate of a shoulder blade,
the relic of a finger, the blown
and broken bird's egg of a skull,

all mimicked now in flint, breaking blue in white
across this field where they were told to walk, not run,
towards the wood and its nesting machine guns.

And even now the earth stands sentinel,
reaching back into itself for reminders of what happened
like a wound working a foreign body to the surface of the skin.

This morning, twenty men buried in one long grave,
a broken mosaic of bone linked arm in arm,
their skeletons paused mid dance-macabre

in boots that outlasted them,
their socketed heads tilted back at an angle
and their jaws, those that have them, dropped open.

As if the notes they had sung
have only now, with this unearthing,
slipped from their absent tongues

What do the instructions in the question mean?

What they are about and how they are organised;	
Write about how the writers create effects, using appropriate terminology where relevant;	
Write about the contexts of the poems, and how these may have influenced the ideas in them;	
Write about how you respond to or interpret the poems.	

Now practice writing the answer by following the steps below:

- 1. Read the question and identify the focus of the question.** Underline it.
- 2. Read through the poem.** Before annotating/making notes, ask yourself the ‘big’ questions:
 - **WHAT** is the big idea/issue?
 - **HOW** does the speaker feel about the idea? How do you know?
 - **WHY** does the poet want to make the reader think/feel this way? (What has happened in this period of history or in the poet’s life to make them want to make the reader feel this way?)

Now using the notes you have made from ‘what/how/why’, write an introduction of about two sentences:

- 3. Consider the view of war in this poem.** Write down any adjectives that you think will be useful to describe the way the poet is presenting war. (Try to do this without your knowledge organiser first and then add to the list with it out.)

- 4. Track through the poem and identify the most important language.** Highlight short phrases/words you feel confident to analyse. Cover the entire poem.
- 5. Consider the tone** (the mood: how do you know the poet feels this way about war?) **and structure** (the beginning, middle and end) **of the poem.** How is the poet trying to influence the thinking of the reader? Remember to refer to the theme of war.
- 6. Are any of the lines highlighted significant to either when the time was set or to the poet’s real life experiences?**

9. What have you learned about war from this poem? How is when it was written/set or the poet's life add to your understanding of how war is presented in the poem?

Use this SUMMARY to write a one sentence conclusion.
