English Stage 5 – concepts

## Perspective in war poetry

Perspective is a lens through which we learn to see the world; it shapes what we see and the way we see it.

Perspective includes the values that the responder and composer bring to a text.

Students will read/ listen to a **two** poems composed in different contexts and examine how the perspective of the composer is captured through their use of language, imagery, other poetic devices.

## Core resources and texts:

**The Charge of the Light Brigade by Alfred, Lord Tennyson.**

* [The Charge of the Light Brigade](https://www.poetryfoundation.org/poems/45319/the-charge-of-the-light-brigade) by Alfred, Lord Tennyson [poetryfoundation.org/poems/45319/the-charge-of-the-light-brigade](https://www.poetryfoundation.org/poems/45319/the-charge-of-the-light-brigade) © 2020 Poetry Foundation
* Dramatic reading and visual representation of [The Charge of the Light Brigade](https://www.youtube.com/watch?v=S93lvQ4Ukg8&feature=youtu.be) by Alfred, Lord Tennyson (duration 3:24) [youtu.be/S93lvQ4Ukg8](https://www.youtube.com/watch?v=S93lvQ4Ukg8&feature=youtu.be)

**Dulce et Decorum Est by Wilfred Owen.**

* [Dulce et Decorum Est](https://www.poetryfoundation.org/poems/46560/dulce-et-decorum-est) by Wilfred Owen [www.poetryfoundation.org/poems/46560/dulce-et-decorum-est](https://www.poetryfoundation.org/poems/46560/dulce-et-decorum-est) © 2020 Poetry Foundation
* Dramatic reading and visual representation of [Dulce et Decorum Est](https://www.youtube.com/watch?v=qB4cdRgIcB8&feature=youtu.be) (duration 2:00) [youtu.be/qB4cdRgIcB8](https://www.youtube.com/watch?v=qB4cdRgIcB8&feature=youtu.be)

## Learning intention:

**Today you will:**

Read/listen to **two** texts and compare how language is used to capture the composer’s perspective

## Success Criteria

**So you can:**

Analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY2742)

**Syllabus outcome**

The following teaching and learning strategy will assist in covering elements of the following outcomes:

* EN5 1A: responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**Outcome content**

* S502DA1 interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY2742)

## Learning sequence

This lesson can be used to analyse concepts of perspective, context or representation.

### Task 1: Read or listen

1. Read or listen to The Charge of the Light Brigade (2-3 times). YouTube visual representation and reading of [The Charge of the Light Brigade:](https://www.youtube.com/watch?v=S93lvQ4Ukg8&feature=youtu.be) [youtube.com/watch?v=S93lvQ4Ukg8&feature=youtu.be](https://www.youtube.com/watch?v=S93lvQ4Ukg8&feature=youtu.be) (duration 3:25)
2. [Dictogloss explained:](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/speakinglistening/Pages/exampledictogloss.aspx) As you listen write down any words, phrases, language devices that the poet uses to show how he feels about the event he is capturing.
3. Using the words, phrases, language devices place them in a Venn diagram under positive, negative and neutral.

### Task 2: Read or listen

1. Read or listen to Dulce Et Decorum Est (2-3 times). Dramatic ready and representation of [Dulce Et Decorum Est](https://www.youtube.com/watch?v=qB4cdRgIcB8&feature=youtu.be) : [youtube.com/watch?v=S93lvQ4Ukg8&feature=youtu.be](https://www.youtube.com/watch?v=qB4cdRgIcB8&feature=youtu.be)  (duration 2:00)
2. Dictogloss: As you listen write down any words, phrases, language devices that the poet uses to show how he feels about the event he is capturing.
3. Using the words, phrases, language devices place them in a Venn diagram in a different colour under positive, negative and neutral.

### Task 3: changing perspectives

1. Using the Venn diagram, explain what each composer’s perspective of war is in 1-2 paragraphs for each poem. Use evidence to support your ideas and observations.
2. Write a **one** paragraph reflection of how your perspective of war aligns to one or both poems.

### Where to next?

1. This is just a starter to looking at context and representation of each poem in depth. Research war the poets of conflicts in the 20th and then 21st century.
2. Select a war poet from a 20th and 21st century conflict and create a Flipgrid clip for each explaining to your peers why they should read this poetry. Focus on how the poetry helped expand your perspective of war.
3. Write a discursive piece exploring how and why perspectives of war have or have not changed over time.

## Appendix 1

### The Charge of the Light Brigade by Alfred, Lord Tennyson

I

Half a league, half a league,

Half a league onward,

All in the valley of Death

Rode the six hundred.

“Forward, the Light Brigade!

Charge for the guns!” he said.

Into the valley of Death

Rode the six hundred.

II

“Forward, the Light Brigade!”

Was there a man dismayed?

Not though the soldier knew

Someone had blundered.

Theirs not to make reply,

Theirs not to reason why,

Theirs but to do and die.

Into the valley of Death

Rode the six hundred.

III

Cannon to right of them,

Cannon to left of them,

Cannon in front of them

Volleyed and thundered;

Stormed at with shot and shell,

Boldly they rode and well,

Into the jaws of Death,

Into the mouth of hell

Rode the six hundred.

IV

Flashed all their sabres bare,

Flashed as they turned in air

Sabring the gunners there,

Charging an army, while

All the world wondered.

Plunged in the battery-smoke

Right through the line they broke;

Cossack and Russian

Reeled from the sabre stroke

Shattered and sundered.

Then they rode back, but not

Not the six hundred.

V

Cannon to right of them,

Cannon to left of them,

Cannon behind them

Volleyed and thundered;

Stormed at with shot and shell,

While horse and hero fell.

They that had fought so well

Came through the jaws of Death,

Back from the mouth of hell,

All that was left of them,

Left of six hundred.

VI

When can their glory fade?

O the wild charge they made!

All the world wondered.

Honour the charge they made!

Honour the Light Brigade,

Noble six hundred!

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### Dulce et Decorum Est by Wilfred Owen

Bent double, like old beggars under sacks,

Knock-kneed, coughing like hags, we cursed through sludge,

Till on the haunting flares we turned our backs,

And towards our distant rest began to trudge.

Men marched asleep. Many had lost their boots,

But limped on, blood-shod. All went lame; all blind;

Drunk with fatigue; deaf even to the hoots

Of gas-shells dropping softly behind.

Gas! GAS! Quick, boys!—An ecstasy of fumbling

Fitting the clumsy helmets just in time,

But someone still was yelling out and stumbling

And flound’ring like a man in fire or lime.—

Dim through the misty panes and thick green light,

As under a green sea, I saw him drowning.

In all my dreams before my helpless sight,

He plunges at me, guttering, choking, drowning.

If in some smothering dreams, you too could pace

Behind the wagon that we flung him in,

And watch the white eyes writhing in his face,

His hanging face, like a devil’s sick of sin;

If you could hear, at every jolt, the blood

Come gargling from the froth-corrupted lungs,

Obscene as cancer, bitter as the cud

Of vile, incurable sores on innocent tongues,—

My friend, you would not tell with such high zest

To children ardent for some desperate glory,

The old Lie: Dulce et decorum est

Pro patria mori.

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## Dictogloss

Table: dictogloss table

|  |  |
| --- | --- |
| The Charge of the Light Brigade  | Dulce et Decorum Est |
| Insert your ideas for each poem | Insert your ideas for each poem |
|  |  |
|  |  |

## Venn Diagram

On the left side record the positive observations and ideas. In the centre record the neutral and on the right record the negative.