

KS3 Conflict Poetry Knowledge Organiser

Assessment:

- A close analysis of **Dulce Et Decorum Est**. How does Wilfred Owen present the theme of conflict?
- Create a piece of writing based on a line of poetry from the poem **Dulce Et Decorum Est**.

Contemporary Conflict poems

- Flag by John Agard
- Out of the Blue by Simon Armitage
- Mametz Wood by Owen Sheers
- Belfast Confetti by Ciaran Carson

Literary Heritage Conflict poems

- The Falling Leaves by Margaret Postgate Cole
- Anthem for Doomed Youth by Wilfred Owen
- Counter Attack by Siegfried Sassoon
- Suicide in the Trenches by Siegfried Sassoon

Poetic

Techniques:

Simile
Metaphor
Personification
Imagery
Repetition
Oxymoron
Rhyme / rhythm
Alliteration
Enjambment
Caesura
Stanza

Descriptive Techniques:

Simile
Metaphor (extended)
Personification
Sensory
Adjectives
Verbs/Adverbs

Key words

Propaganda

Futility

Trenches

Artillery

Definitions

Information that is spread to promote some cause.

Pointlessness/uselessness

An excavation in the ground that is generally deeper than it is wider. These were used in war to protect the soldiers.

A class of heavy military weapons.

Structural Techniques

for writing:
Flashback
Cyclical ending
One word sentence
Sentence structure for impact

Event

WW1 began - end

WW2 began – end

WW1 - Britain and the other great powers of Europe guarantee to protect Belgium's borders. Belgium appeals to Britain and Britain declares war. After Britain's entry to the war, the German army lays waste to the country.

WW2 – Britain and France declare war on Germany.

The conflict in Northern Ireland began when the minority Catholic population began campaigning against discrimination by the Protestant majority. By the 1970s, some Irish nationalist groups had started using violence to force the UK government to make the region independent of Britain.

'9/11' – the attack on the World Trade Centre in New York on 11th September 2001 in which 2,976 people died, including 67 British people.

Date

28th July 1914- November 11th 1918

1st September 1939 – 2nd September 1945

4th August 1914

3rd September 1939

1970s-1990s

9th September 2001

Poem	Key quotes	Context	Language/Poetic Devices
<p>Flag – John Agard Flag explores how national symbols bind nations together – and in doing so also force people apart. For Agard this power is a dangerous illusion. Flags do not represent anything real at all.</p>	<p>‘It’s just a piece of cloth’</p> <p>‘...that brings a nation to its knees’</p>	<p>John Agard was born in British Guiana (now called Guyana) in the Caribbean, in 1949. He moved to the UK in the late 1970s where he began educating people about Caribbean culture. He has been writing poetry since the age of 16 and is as well-known for his powerful and entertaining performances of his work as for the work itself.</p> <p>He often uses his own Caribbean style of speaking in his poems to give full expression to the voice of his homeland.</p>	<p>Sounds of the flag in contrast with the short, sharp hard sounds of the alliteration that is used.</p> <p>Repetition ‘It’s just a piece of cloth’</p>
<p>Out of the Blue – Simon Armitage In this extract, we learn that the narrator is a man who appears in one of the many news clips that were repeatedly beamed out across the world that morning and for many days afterwards. The clip shows people high up in the burning tower, clinging to the windows as they escape the burning heat inside. One figure is clearly seen waving a white shirt around and around. It is this figure that Armitage chooses as his narrator.</p> <p>In the poem, the narrator is desperately signalling for help. He then realises that he has been spotted and he begins to talk to one of the people who has spotted him – the reader of the poem. This creates a delicate, intimate, human connection, which might seem full of hope. This connection, however, is tragic. By twirling and turning his shirt, the narrator is able to attract the attention of the world – but only over the television. The help the narrator needs, therefore, simply cannot come. Both narrator and reader are helpless. The narrator, however, is doomed to die.</p>	<p>‘You have picked me out...’</p> <p>‘I am trying, trying...the heat behind me is searing, searing’</p>	<p>Armitage wrote Out of the Blue for the 5th anniversary of '9/11' – the attack on the World Trade Centre in New York on 11th September 2001 in which 2,976 people died, including 67 British people.</p> <p>The poem is a long one (over 15 pages). It tells the story of that morning from the point of view of a man who works on the 80th floor of the North tower – the first tower to be hit and the last to fall. It recalls how, on an ordinary bright clear September morning, ordinary people went to work in their ordinary offices – and of how the world changed in two moments of sudden, astonishing violence.</p>	<p>Poet uses everyday accessible language and images to express the ordinary lives being lost and the ordinary moments they will be denied.</p> <p>Repetition – evokes a sense of powerlessness either of words or sounds.</p>
<p>Mametz Wood – Owen Sheers Mametz Wood was the scene of fierce fighting during the Battle of the Somme, one of the bloodiest battles of the First World War. Soldiers of the Welsh division were ordered to take Mametz Wood, the largest area of trees on the battlefield. The generals thought this would take a few hours. It ended up lasting five days with soldiers fighting face-to-face with the enemy. There were 4,000 casualties, with 600 dead. The Welsh succeeded but their bravery and sacrifice was never really acknowledged.</p>	<p>‘A chit of bone the china of a shoulder blade...the blown and broken bird’s egg of a skull’</p> <p>‘...a broken mosaic of bone linked arm in arm’</p>	<p>Born in Fiji, Owen Sheers grew up in Wales. As well as poems, he has written plays, non-fiction and fiction, including a best-selling novel called 'Resistance'. He co-wrote the screenplay for the book when it was turned into a film and has even helped write an opera for children. He also appears on radio and television talking about the arts generally.</p> <p>He writes about places and landscapes but is really interested in people who live or have lived within them. The history and identity of Wales has formed a large part of his development as a poet and writer. It is people, their lives and their families that provide most of the focus for his work, though, especially the</p>	<p>Sound – assonance and alliteration symbolises a hymn to the fallen soldiers.</p> <p>Macabre imagery of the soldiers buried.</p>

Poem	Key quotes	Context	Language
<p><u>Falling Leaves – Margaret Postgate-Cole</u> The Falling Leaves is a woman's response to the huge number of men who died in the First World War. When it began in July 1914, the war was very popular with the British public. It was seen as a way of punishing an aggressive Germany and politicians confidently predicted that it would be over by Christmas.</p> <p>By November 1915, when The Falling Leaves was written, thousands of soldiers were dying for the sake of a few hundred metres of gained territory.</p> <p>In 1915 alone, the French lost over one million men, the Germans more than 600,000 and the British more than a quarter of a million.</p>	<p>‘They fell, like snowflakes wiping out the noon...’</p> <p>‘...Slain by no wind of age or pestilence, But in their beauty strewed...’</p>	<p>The poet Margaret Postgate Cole (1893-1980) was committed to political issues from an early age. An atheist, feminist and socialist, she went to Cambridge University. She became a pacifist during the First World War.</p> <p>As well as writing poetry, she engaged with many of the big social and political issues of her time. She campaigned against the policy of conscription – when ordinary men are forced to join the armed forces and fight in the war. In the late 1930s she rethought her approach to pacifism and supported military intervention in the Spanish Civil War as a way of directly challenging the rise of fascism in Europe.</p> <p>She was a teacher for most of her life.</p>	<p>Sound – careful rhyme scheme expresses a calm control</p> <p>Imagery – snowflakes and violent destruction</p>
<p><u>Anthem for Doomed Youth – Wilfred Owen</u> Anthem for Doomed Youth describes memorial tributes to the soldiers who die in war.</p> <p>The poem ironically compares the sounds of war to the choirs and bells which usually sound at funerals.</p> <p>It also compares familiar funeral practices to the bleak farewells of young men who should have their whole lives in front of them. In doing so, Wilfred Owen seems to show the futility of religion at this time while also demonstrating the brutality of war.</p>	<p>‘What passing-bells for these who die as cattle?’</p> <p>‘Only the monstrous anger of the guns. Only the stuttering rifles' rapid rattle’</p>	<p>Wilfred Edward Salter Owen was born on 18 March 1893 in Oswestry, Shropshire.</p> <p>He began writing poetry as a teenager</p> <p>At around 18 years of age Owen became an unpaid lay assistant to a Church of England vicar in Oxfordshire. He assisted with the care of the poor and sick in the parish. It was during this time that he lost faith in the church to support people in need. This is a theme running through Anthem for Doomed Youth as he shows his disillusionment at religion and the associated ceremonies.</p> <p>In 1913 he went to France for two years to work as a language tutor.</p> <p>In 1915 he returned to England to enlist in the army and was commissioned into the Manchester Regiment. After spending the remainder of the year training in England, he left for the Western Front in early January 1917.</p>	<p>Simile - The poem opens with a disturbing simile comparing “these who die” to cattle. This dehumanises the men, making them seem like animals being slaughtered</p> <p>Onomatopoeic words such as “stuttering” and “wailing” and the alliterative “rifles’ rapid rattle” create an aural picture which puts the reader right in the dramatic battle scenes.</p>
<p><u>Suicide in the Trenches – Siegfried Sassoon –</u> is one of the many poems Sassoon composed in response to World War I. It reflects his own notable service in that especially bloody conflict. Sassoon was a brave and gallant upper class officer who eventually</p>	<p>‘You smug-faced crowds with kindling eye Who cheer when soldier lads march by, Sneak home and pray you'll never know The hell where youth and laughter go....’</p>	<p>In May 1915, Sassoon was commissioned into the Royal Welsh Fusiliers and went to France. He impressed many with his bravery in the front line and was given the nickname 'Mad Jack' for his near-suicidal exploits. He was decorated twice. His brother Hamo</p>	<p>Shift in tone from stanza to stanza which documents the soldier’s time in war.</p> <p>Rhyme and sing-song like tone could reflect the soldiers within the trenches singing out of boredom</p>