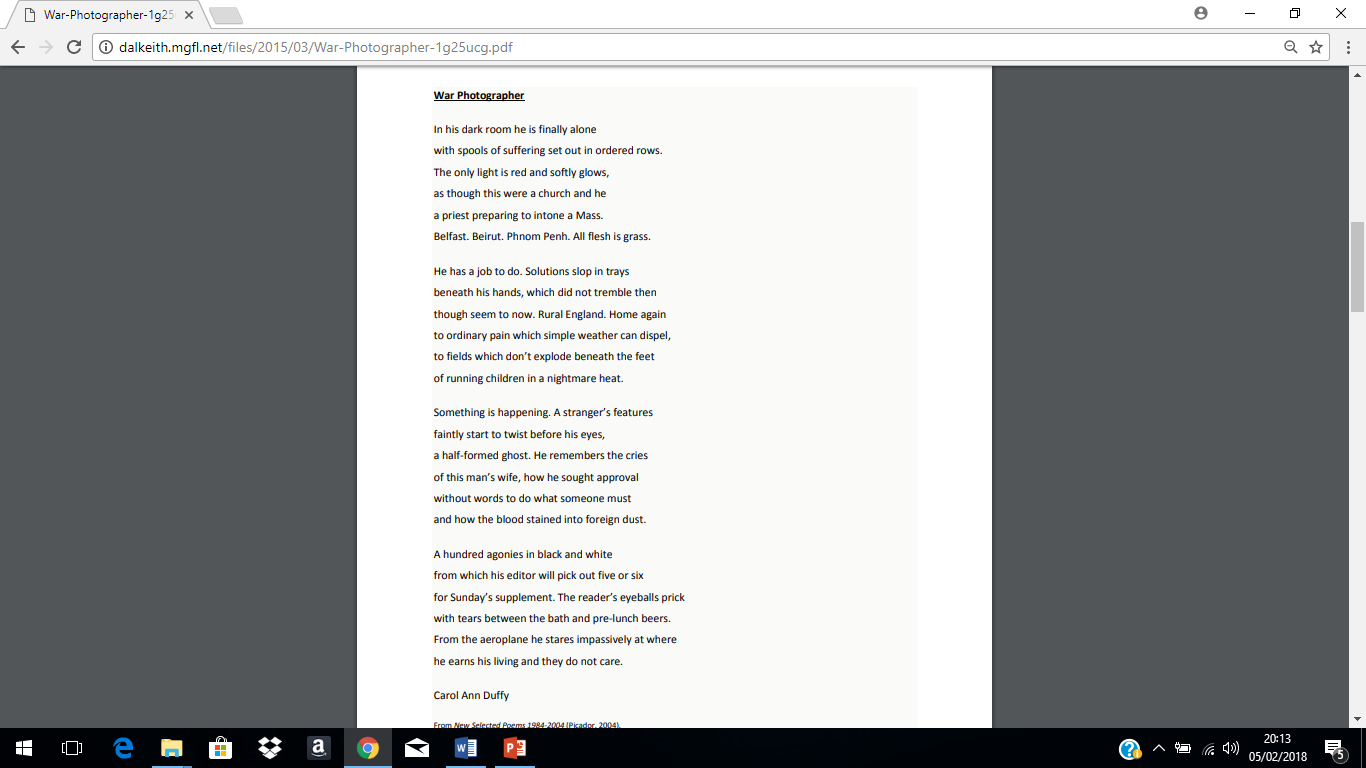
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| --- | --- | --- | --- | --- |
|  | **PREPARE** | **CONSOLIDATE** | **DEEPEN** | **ABOVE AND BEYOND** |
| You must complete 3 tasks from the selection of tasks on the sheet.  You should complete at least 1 tasks from each column. | Can you collect a range of 3-4 different sources (articles/posters etc) that convey what the perception of war was during WW2.  Then, collect another 3-4 pieces sources (articles/posters etc) that convey what the modern 21st century perception is of war.  **How do they compare? Why is this? What has changed?** | Write a response to the exam style question that your teacher will provide.  You will need to create a clear and perceptive **comparison** between the two poems  Focus on:  Words and Phrases  Language Devices  Sentence Forms | Look at the works of Rupert Brooke and Wilfred Owen and choose a poem written by each poet.  Can you compare how their attitudes to war differ? Why is this?  You will need to make reference to writer’s methods and other contextual factors that influenced their POV | Read the novel ‘Private Peaceful’ by Michael Morpurgo and then answer the following question:  How well do you think that Morpurgo shows the horrors of war in his novel?  Challenge: how does his perception of war differ to that of other writers we have explored? |
| Research another poet who has first-hand experience of conflict (modern or contemporary) and annotate how they present their experience of war.  You will need to provide a fully annotated poem as evidence of completing the homework. | Write a detailed response to the exam question that your teacher will provide.  How does the poet present their **attitudes to war** in the text?  Focus on:  Words and Phrases  Language Devices  Sentence Forms | War Poetry: there is more to war poetry than mud, wire and slaughter. Read the article from the guardian below and write a ten point summary of the text.  https://www.theguardian.com/books/2016/jul/09/andrew-­‐motion-­‐definition-­‐war-­‐poetry-­‐widen-­‐not-­‐just-­‐first-­‐ world-­‐war  Extension: Use the article to write your own response to the idea that there is more to war poetry and just mud, wire and slaughter. |
| **Support Homework** | Revise the poetic language devices given to you by your teacher and create a definition for all of them. | Create a plan for a comparison between the two poems ‘Soldier’ and ‘’Drummer Hodge’. **How would you compare the two poems?** | Research the affect that war has on families and soldiers in countries like Syria and Afghanistan. **How does it feel to lose family members? How do the soldiers feel, having to kill innocent people?** |  |

***English Department – KS4 Homework***

***Year: 9 Term: T2B Scheme of Work: War and Conflict Poetry***

**Your teacher will direct you to complete the appropriate tasks, with specific deadlines. Make a note of which tasks have been completed over the course of a Scheme of Work**



**Compare how poets explore ideas about the effects of war in ‘War Photographer’ and in one other poem from ‘Power and Conflict’.**

How do the poets present feelings on war and death in ‘Drummer Hodge’ and ‘The Soldier’?

**Drummer Hodge**

**Thomas Hardy**

They throw in Drummer Hodge, to rest  
Uncoffined -- just as found:  
His landmark is a kopje-crest  
That breaks the veldt around:  
And foreign constellations west  
Each night above his mound.

Young Hodge the drummer never knew --  
Fresh from his Wessex home --  
The meaning of the broad Karoo,  
The Bush, the dusty loam,  
And why uprose to nightly view  
Strange stars amid the gloam.

Yet portion of that unknown plain  
Will Hodge for ever be;  
His homely Northern breast and brain  
Grow to some Southern tree,  
And strange-eyed constellations reign  
His stars eternally.

**The soldier (1915)**

**Rupert Brooke**

If I should die, think only this of me:  
That there’s some corner of a foreign field  
That is for ever England. There shall be  
In that rich earth a richer dust concealed;  
A dust whom England bore, shaped, made aware,  
Gave, once, her flowers to love, her ways to roam,  
A body of England’s, breathing English air,  
Washed by the rivers, blest by suns of home.

And think, this heart, all evil shed away,  
A pulse in the eternal mind, no less  
Gives somewhere back the thoughts by England given;  
Her sights and sounds; dreams happy as her day;  
And laughter, learnt of friends; and gentleness,  
In hearts at peace, under an English heaven.