

War Films



List as many war films as you can.

Select two of the films you have listed and explain how soldiers are depicted in the films - are they brave, intelligent, just people who follow orders, etc?

To know which conflict is represented in 'Bayonet Charge'.

To understand how Ted Hughes explores the theme of conflict in 'Bayonet Charge'.

To be able to make relevant notes when gathering ideas about conflict to be used in a reading record.

‘Bayonet Charge’

Objective: **To know** which conflict is represented in ‘Bayonet Charge’.

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Success Criteria A02 (Foundation)

Band	Criteria
Band 6	<ul style="list-style-type: none">* appreciation/consideration of writers' uses of language and/or structure and/or form and effects on readers* thoughtful consideration of ideas/themes
Band 5	<ul style="list-style-type: none">* explanation of effect(s) of writers' uses of language and/or structure and/or form and effects on readers* understanding of ideas/themes/feelings/attitudes
Band 4	<ul style="list-style-type: none">* identification of effect(s) of writers' choices of language and/or structure and/or form intended/achieved* awareness of ideas/themes/feelings/attitudes
Band 3	<ul style="list-style-type: none">* awareness of writer making choice(s) of language and/or structure and/or form* generalisation(s) about ideas/themes/feelings/attitudes
Band 2	<ul style="list-style-type: none">* simple identification of method(s)* some range of explicit meanings given
Band 1	<ul style="list-style-type: none">* reference to writers' method(s)* simple comment on meaning(s)

Success Criteria A02 (Higher)

Band	Criteria
Band 6	<ul style="list-style-type: none">* evaluation of writers' uses of language and/or structure and/or form and effects on readers*convincing/imaginative interpretation of ideas/themes
Band 5	<ul style="list-style-type: none">* analysis of writers' uses of language and/or structure and/or form and effects on readers* exploration of ideas/themes
Band 4	<ul style="list-style-type: none">* appreciation/consideration of writers' uses of language and/or structure and/or form and effects on readers* thoughtful consideration of ideas/themes
Band 3	<ul style="list-style-type: none">* explanation of effect(s) of writers' uses of language and/or structure and/or form and effects on readers* understanding of ideas/themes/feelings/attitudes
Band 2	<ul style="list-style-type: none">* identification of effect(s) of writer's choices of language and/or structure and/or form intended/achieved* awareness of ideas/themes/feelings/attitudes
Band 1	<ul style="list-style-type: none">* awareness of writer making choice(s) of language and/or structure and/or form* generalisation(s) about ideas/themes/feelings/attitudes

Keywords

symbolism- representing things
by means of symbols

etcetera- additional unspecified
odds and ends; more of the same

Context

- ▶ The poem is set in the First World War , which ended nearly 40 years before Hughes wrote the poem. His father survived the Battle of Gallipoli, where most of his regiment was killed, and his experiences were a great influence on Hughes.
- ▶ The poem is not about a particular battle. Hughes concern was with war in general.
- ▶ What is a bayonet?
- ▶ World War I footage
<http://www.youtube.com/watch?v=L3Cog9Zk3J4>

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Proves it is real, even though it seems like a nightmare.

Charge

ALLITERATION

Suddenly he awoke and was running - raw

In raw - seamed hot khaki, his sweat heavy,

Stumbling across a field of clods towards a green hedge

That dazzled with rifle fire, hearing

Bullets smacking the belly out of the air -

He lugged a rifle numb as a smashed arm;

The patriotic tear that had brimmed in his eye

Sweating like molten iron from the centre of his chest, -

This has a double meaning – it suggests discomfort and inexperience

Emphasises the soldier's youth and inexperience.

Violent imagery describes the impact of the shots

Contrast between ideals and reality.

SIMILES convey the physical and mental pain of the soldier.

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This stanza pauses the action and the soldier focuses on wondering why he is there.

Inexperience

In bewilderment then he almost stopped –

In what cold clockwork of the stars and the nations

Emphasises the soldier's insignificance.

Was he the hand pointing at that second? He was running

Like a man who has jumped up in the dark and runs

Listening between his footfalls for the reason

Of his still running, and his foot hung like

Using an image of someone blind and irrational suggests there is no rational reason to war.

Statuary in mid-stride. Then the shot-slashed furrows

It is as if the soldier is turned to stone by his indecision

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Hughes keeps the soldier **isolated** by not mentioning his comrades. He does not describe the dead or dying, but uses the yellow hare to represent them.

A distressing image of out-of-control movement.

Threw up a yellow hare that rolled like a flame

And crawled in threshing circle, its mouth wide

Natural image contrasts with violence of war.

Pain and fear beyond expression.

Open silent, its eyes standing out.

He plunged past with his bayonet towards the green hedge,

King, honour, human dignity, etcetera

Dropped like luxuries in yelling alarm

SIMILE to highlight that he is attacking out of desperation, not moral principal.

To get out of that blue crackling air

His terror's touchy dynamite.

The soldier is about to lose control of his emotions.

Reasons to persuade people to go to war. Using 'etcetera' suggests they are not worth listing.

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The Soldier's Experience

Hughes writes about the experience of one soldier charging towards the enemy line. While the soldier would have been one of thousands who had to act in this way, Hughes isolates him, as if his is the only experience that matters. This soldier is an anonymous figure; we know nothing about him or his background.

- ▶ What assumptions do you make about the soldier?
- ▶ What would you like to know about the soldier?
- ▶ Do you think it makes the poem more or less powerful that he remains anonymous?
- ▶ Does the poet succeed in creating sympathy for the soldier in the poem? Why? How?

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Exam Question

Foundation June 2011

Compare how the poets show the experiences of soldiers in 'Bayonet Charge' (page 44) and **one** other poem from 'Conflict'.

Remember to compare:

- the different experiences of soldiers in the poems
- how these experiences are shown by the ways the poets write about them. *(36 marks)*

Higher June 2011

Compare how poets present the experience of soldiers in 'Bayonet Charge' (page 44) and **one** other poem from *Conflict*. *(36 marks)*

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Just before you leave...

Write down the following:

- ▶ 1 - something you learnt this lesson
- ▶ 2 - something you enjoyed
- ▶ 3 - something you'd like to know next

(This is also the place to tell me if you don't understand something!)

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