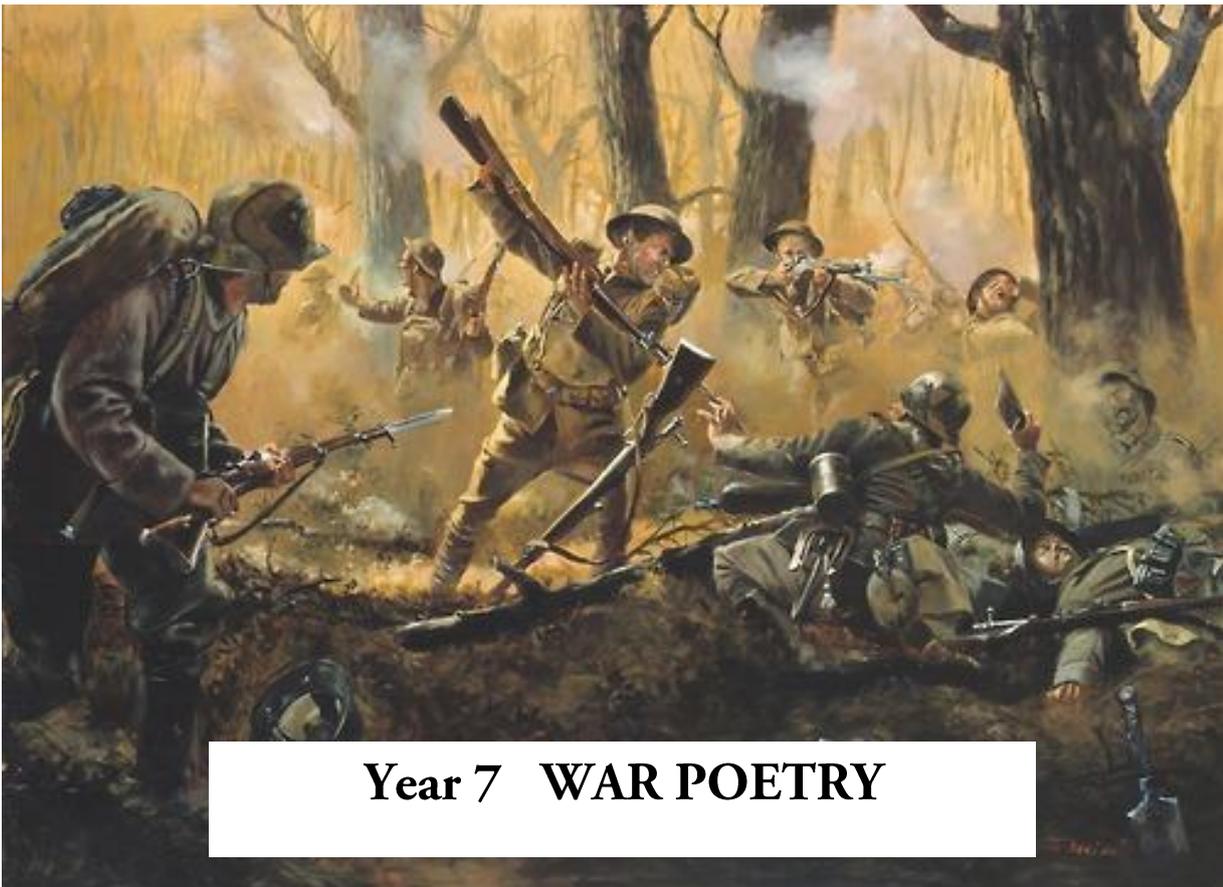


PLT

English

Home Learning Book – Learning Cycle 2



Name: _____ Tutor Group: 7__

English Teacher(s): _____

Learning Cycle 2

November	25	26	27	28	29	Teaching week 1
December	2	3	4	5	6	Teaching week 2
	9	10	11	12	13	Teaching week 3
	16	17	18	19	20	Teaching week 4
	23	24	25	26	27	Christmas Break
	30	31	1	2	3	Christmas Break
January	6	7	8	9	10	Teaching week 5
	13	14	15	16	17	Teaching week 6
	20	21	22	23	24	Teaching week 7
	27	28	29	30	31	Assessment Week
February	3	4	5	6	7	Super Teach Week

- Cycle 2 in English will focus on analysing war poetry as well as creating your own descriptive pieces.
- The knowledge organiser sets out the most important facts and information that you need to know to study this topic.
- Everything you need to answer the tasks is either in the knowledge organiser, or will have been covered in lessons.

USEFUL WEBSITES

<http://www.dictionary.com/>

https://en.wikipedia.org/wiki/Main_Page

<http://www.bbc.co.uk/schools/0/ww1/25407948>

<https://www.dkfindout.com/uk/history/world-war-i/allies-world-war-i/>

<https://www.britishlegion.org.uk>

<http://noglory.org/index.php/poetry-spoken-word/43-when-siegfried-sassoon-met-wilfred-owen>

KNOWLEDGE ORGANISER



Language – vocabulary, phrases, techniques and devices used by the poet.

Interesting Adjectives	Describing words that are specific or beyond the most obvious, creating a clear effect.		“Parting with his poison – Flash of <u>diabolic</u> tail in the <u>dark</u> room – he risked the rain again.”	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Interesting Verbs	Doing words that are specific or beyond the most obvious, creating a clear effect.		“ <u>Stumbling</u> across a field of clods towards a green hedge That <u>dazzled</u> with rifle fire, hearing Bullets <u>smacking</u> the belly out of the air”	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Imagery	Words or phrases that appeal to any sense or any combination of senses.		“Yellow, and black, and pale, and hectic red, Pestilence-stricken multitudes: O thou, Who chariotest to their dark wintry bed”	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Similes	A comparison between two objects using “like” or “as”		“O my Luve is like a red, red rose That’s newly sprung in June O my Luve is <u>like</u> the melody That’s sweetly played in tune.”	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Metaphors	A comparison between two things in order to give clearer meaning to one of them.		“‘Hope’ is the thing with feathers— / That perches in the soul And sings the tune without the words/ And never stops – at all”	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Alliteration	The repetition of initial consonant sounds		“With <u>swift, slow; sweet, sour;</u> <u>adazzle, dim;</u> He fathers-forth whose beauty is past change.”	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Assonance	The repetition of vowel sounds		“With its <u>leaping, and deep, cool</u> <u>murmur...</u> ... <u>White and shining</u> in the silver- flecked water.”	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Repetition	The repeating words, phrases, lines, or stanzas		Keeping <u>time, time, time,</u> In a sort of Runic rhyme, To the tintinnabulation that so musically wells From the <u>bells, bells, bells, bells,</u>	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Onomatopoeia	The use of words which imitate sound		“A child sitting under the piano, in the <u>boom</u> of the <u>tingling</u> strings And pressing the small, poised feet of a mother who smiles as she sings.”	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Oxymoron	A figure of speech in which apparently contradictory terms appear together.		“Down the close, darkening lanes they sang their way To the siding-shed, And lined the train with faces <u>grimly gay.</u> ”	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Personification	A figure of speech which gives animals, ideas, or inanimate objects human traits or abilities		“ <u>Death, be not proud,</u> though some have called thee Mighty and dreadful, for thou art not so;”	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?
Hyperbole	Exaggerated statements or claims not meant to be taken literally.		“ <u>The sea him lent those bitter tears</u> Which at his eyes he always wears/ And from the winds the sighs he bore, Which through his <u>surging breast do roar.</u> ”	Consider these questions: -Why is the technique used? -What did the writer intend? -How does the reader react?

Wilfred Owen

Wilfred Owen (18 March 1893 – 4 November 1918) is best known as one of the most powerful war poets, who depicted the reality and horrors of the First World War.

- He was born in Oswestry, Shropshire, England - where there is now a memorial to him.
- Owen was influenced by the great romantic poets of Keats, Byron, Shelly, Coleridge and Wordsworth.
- When war broke out, Owen was teaching in France. He even considered joining the French army but joined the British army in 1915.
- Owen's first experience of the war was in hospitals treating the wounded soldiers - often without anaesthetic.
- Wilfred Owen was invalided out of the army in 1916 suffering from shell shock.
- Recuperating in an Edinburgh hospital, Wilfred Owen became close friends with poet Siegfried Sassoon. Sassoon played a key role in encouraging the young war poet.
- When Owen returned to the front in 1918, he hid the fact from his friend Siegfried Sassoon, who didn't want him to return.
- Wilfred Owen was killed in battle during the last month of the war - November 1918. He died exactly one week (almost to the hour) before the signing of the Armistice which ended the war. He was only 25 when he died.
- His parents received a telegram on Armistice day 1918, as the bells were ringing in celebration at the end of the war.
- After his death, he was awarded the Military Cross. Owen wanted this medal to make his anti-war poetry appear even stronger.

Siegfried Sassoon

Siegfried Loraine Sassoon, CBE, MC (8 September 1886 – 1 September 1967) was an English poet, writer, and soldier. Decorated for bravery on the Western Front, he became one of the leading poets of the First World War.

- Siegfried Sassoon was born on 8 September 1886 in Kent.
- Sassoon studied at Cambridge University but left without a degree. He then lived the life of a country gentleman, hunting and playing cricket while also publishing small volumes of poetry.
- 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.
- In the summer of 1916, Sassoon was sent to England to recover from fever. He went back to the front, but was wounded in April 1917 and returned home.
- Meetings with several prominent pacifists, including Bertrand Russell, had reinforced his growing disillusionment with the war and in June 1917 he wrote a letter that was published in the Times in which he said that the war was being deliberately and unnecessarily prolonged by the government. As a decorated war hero and published poet, this caused public outrage.
- It was only his friend and fellow poet, Robert Graves, who prevented him from being court-martialled by convincing the authorities that Sassoon had shell-shock.
- He was sent to Craiglockhart War Hospital in Edinburgh for treatment. Here he met, and greatly influenced, Wilfred Owen. Both men returned to the front where Owen was killed in 1918. Sassoon was posted to Palestine and then returned to France, where he was again wounded, spending the remainder of the war in England. Many of his war poems were published in 'The Old Huntsman' (1917) and 'Counter-Attack' (1918).
- He died on 1 September 1967.

Timeline Knowledge Organiser – The First World War and its legacy Key Words

1	28 th June 1914 – Archduke Franz Ferdinand is assassinated in Bosnia
2	4 th August 1914 – Britain declares war on Germany
3	8 th August 1914 Britain passes DORA (the Defence of the Realm Act) which gives the government powers such as to ration food, control the news and use factories.
4	September 1914 The French stop the German attack at Marne, leading to the start of Trench Warfare on the Western Front
5	April 1915 – Poison gas is used for the first time at the Second Battle of Ypres
6	July 1916 – Battle of the Somme, the largest battle of the war.
7	Sept 1916 - The ever first tank is used in the Battle of the Somme
8	January 1917 – Conscription introduced in Britain
9	January 1917 – Conscription introduced in Britain
10	11 th November 1918 – An armistice is signed, Germany surrenders and WW1 ends

Key Concepts

11	Trench Warfare	Trench warfare is a type of fighting where both sides build deep trenches as a defence against the enemy. These trenches can stretch for many miles and make it nearly impossible for one side to advance.
12	Western Front	The area of fighting in western Europe in the First World War. A majority of fighting was done in North-Eastern France and Belgium in trenches
13	Alliance	An agreement between countries to protect each other in war. This was major cause of WW1, there were two main alliance in 1914. The Triple Entente (France, Britain and Russia) and the Triple Alliance (Germany, Austria-Hungary and Italy)

18	Conscription	Compulsory order for all men 18 to 41 to join the army
19	Schlieffen Plan	German plan in 1914 to attack and defeat France, then attack Russia so they would not have to fight both.
20	Stalemate	A deadlock where no side is able to make progress to win.
21	No Mans Land	Area separating opposing armies in trench warfare.
22	Barbed Wire	Strong wire with sharp barbs at regular intervals, used to stop people passing.
23	Mustard Gas	Poisonous gas used by the Germans, French and British
24	Artillery	Large guns that fire explosive shells over long distances
25	Trench Foot	A painful condition of the feet caused by long exposure in cold water or mud, as a result some feet were amputated.
26	Trench Fever	A disease caused by lice bites which made soldiers very ill in the trenches.
27	Dugout	Shelter dug into the side of the Trench
28	Bayonet	A blade attached to the end of a soldier's rifle
29	Armistice	An agreement made by tin a war to stop fighting.
30	War effort	How people at war and at home contribute to the war.
31	Conscientious Objector	Someone who refuses to fight or be involved in war for religious, moral or political reasons, also called 'Conchies'

Alliances:

For a number of years tension between the main European powers has been increasing. In 1914 there were two main power blocks / alliances:

- The Triple Entente- Great Britain / France / Russia
 - The Triple Alliance- Germany / Italy and Austria-Hungary
- Each member promised to help its allies if they were attacked by a country belonging to another alliance.

Week 1

Use page 5 of your Knowledge Organiser to answer the following questions. You need this knowledge in order to fully understand the poems we will be studying in class.

1. When did Britain declare war on Germany? _____

2. When did WW1 end? _____

3. What does the word 'conscription' mean?

4. When was conscription introduced in Britain?

5. What does the word alliance mean?

6. In 1914, which alliance was Great Britain part of?

7. The war lasted for years due to a 'stalemate'. What does this word mean?

8. What was a 'Conscientious Objector'?

Parent/carer comments:

Week 2

Use page 4 of your Knowledge Organiser to answer the following questions. You need this knowledge in order to fully understand the poems we will be studying in class.

1. When was he born?

2. What job did Owen have when the war first started?

3. In what way was Owen injured in 1915?

4. How old was he when he died?

5. Sadly, Wilfred Owen died a short time before Armistice Day was declared. How many weeks before the end of the war was this?

6. Before his death Wilfred Owen was injured and returned to Great Britain to recover. Where was he sent?

7. Which influential poet did Wilfred Owen meet when he was recovering from his injuries? _____

Parent/carer comments:

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Week 3

For each of the techniques listed, you need to write down a definition. Then try to find an example in the extract from the poem below. Use page 3 of your Knowledge Organiser to help.

*What passing-bells for these who die as cattle?
 - Only the monstrous anger of the guns.
 Only the stuttering rifles' rapid rattle
 Can patter out their hasty orisons.
 No mockeries now for them; no prayers nor bells;
 Nor any voice of mourning save the choirs, -
 The shrill, demented choirs of wailing shells;
 And bugles calling for them from sad shires.*

ALLITERATION

Definition _____

Example _____

PERSONIFICATION

Definition _____

Example: _____

METAPHOR

Definition _____

Example _____

SIMILE

Definition _____

Example _____

Parent/carer comments:

Week 4

Look at the extract of descriptive writing below. You will need three colours to do this task. Use page 3 of your Knowledge Organiser if you need a reminder of key terms.

1. In paragraph 1, highlight or underline all of the adjectives.
2. In paragraph 2, highlight or underline all of the verbs.
3. In paragraph 3, highlight or underline the metaphor.

As he trudged through the squalid and muddy passageways, cold water seeped through his boots. Thin materials of socks did little to protect his damp and wrinkly feet, and the infestation of sores that had only grown in size since finding their homes among his calloused skin. As if lifting one foot after the other was not painful enough, his back was continually assaulted with the poking and prodding of items in his rucksack; his head, constantly hit by the ill-fitting helmet that loosely tilted to one side.

Entering deeper into the trenches and dodging barbed wires along the way, he could already begin to smell – among smoke and fire – the awful stench and odour that reeked of half buried bodies. As Mother Nature’s ominous clouds loomed closer towards his group, he and his mates lengthened their strides as much as possible. It seemed however, that someone had angered Mother Nature that particular evening, and like an animal waiting to pounce on its prey, drops of water that started small quickly turned large and threatening. It wasn’t long before he was waist deep in water, soaked with brown and murky soil that had been picked up by the rain and washed along in the waters. As tears continued to pelt down and drown him in mud, he knew that this was now the place where his body would be forever; yet he was content.

For the first time in a long time, a sense of peace and comfort washed over him. He clung onto the knowledge that he would leave this world at the same time as his mates, never having to live one more day without them, never having to live with the guilt that it should have been him and not them. With that last thought in mind, he closed his eyes, feeling no longer afraid of death..... feeling that death could finally conquer him.

Parent/carer comments:

Week 5

You need to annotate the PETER paragraph below looking for the different elements of analysis. Ideally you would highlight the P.E.T.E.R in different colours.

How does Wilfred Owen use language and structure to present the horrors of life in the trenches?

In his poem 'Dulce et Decorum Est' Wilfred Owen suggests that the horrors of war can be haunting and will not leave you alone. Owen writes: "In all my dreams, before my helpless sight/ He plunges at me, guttering, choking, drowning." This is the only couplet within the four stanza poem suggesting that the poet has used his structural choices to draw particular attention to the images within the couplet. The reader cannot miss the repetition of 'drowning' which creates the effect of an echo in our minds from the last word of the second stanza, especially since it also ends the power of three technique used by Owen when he writes the three violent verbs 'guttering, choking, drowning'. This savage image of death is what haunts the narrator 'in all my dreams'. Owen is describing perhaps the effects of shell shock, common amongst soldiers during the First World War. Today we would know this haunting sensation as a symptom of post-traumatic stress disorder (P.T.S.D). Ultimately, it is the narrator's inability to help the man he saw drowning in gas that perhaps leaves him with a sense that he is 'helpless' and leaves him with such horrible images of the war.

How to write the perfect PETER paragraph

P – Point	P - Make a statement (point) linked to the question.
E – Evidence	E - Using quotation marks "d" include evidence to support your point from the text.
T – Technique	T - Identify the technique being used in the quote or identify a key word to focus on
E – Effect	E - Explore the impact of the writer's choice by linking it to your original point. High level answers will identify more than one effect (layer of meaning)
R – Response	R - Respond to your point and explored effect by stating how the reader would react and what you believe the writer was trying to achieve.



Parent/carer comments:

Week 6

Read the information below about Wilfred Owen and Siegfried Sassoon. Answer the comprehension questions that follow. They go on to the next page.

Two great British war poets, Wilfred Owen and Siegfried Sassoon, both served as army officers during World War I, experiencing first-hand the horrors of trench warfare at the front and, in the case of Owen, gas attacks. Sassoon and Owen met when hospitalised for shell shock (now called post-traumatic stress disorder) in Craiglockhart War Hospital near Edinburgh.

Owen was a brilliant young officer who had been hospitalised after surviving numerous horrendous combat experiences, including being trapped in a trench under heavy fire for several days with the remains of a fellow officer.

Nicknamed “Mad Jack” by his men for the boldness of his exploits under fire, Sassoon came to believe that the war was wrong and that it must be stopped. In 1917, while back in England recovering from a shoulder wound, Sassoon, already a decorated war hero and published poet, wrote a letter of protest to his commander, ‘Finished with the War: A Soldier’s Declaration’.

With the support of prominent pacifists, including philosopher Bertrand Russell who would later go to prison for anti-war activities, Sassoon had the declaration read out in the British House of Commons and printed in the London Times. The result was a political firestorm. Sassoon was threatened with court-martial and military execution until his friend, writer-soldier Robert Graves, successfully argued that Sassoon was mentally unfit due to shell shock, or “war neurosis,” and should instead be sent for treatment to Craiglockhart.

Owen was a great admirer of Sassoon’s poetry and the two became friends. Both men felt a tremendous sense of responsibility to the soldiers they had left at the front, a feeling expressed by many soldiers today when they leave a combat unit. Although both Sassoon and Owen could have avoided being sent back to action, each insisted on returning to the front. Sassoon, wounded a second time and sent home, tried fiercely to prevent Owen from returning to battle.

1. What rank in the army did both Owen and Sassoon have?

2. What did Owen experience that Sassoon did not?

3. What is the modern term for ‘shell shock’?

4. What was the name of the hospital where the two poets met?

5. How did Sassoon receive the name "Mad Jack"?

6. In what year did Sassoon write a letter of protest claiming that the war was wrong?

7. Who went to prison for anti-war activities?

8. Who did Sassoon and Owen feel responsible for after their return from war?



Parent/carer comments:

