

# War Writing

## World War 1 – 1914-1918

Many of the works during and about the war were written by men because of the war's intense demand on the young men of that generation; however, a number of women created literature about the war, often observing the effects of the war on soldiers, domestic spaces, and the Homefront more generally.

The spread of education in Britain in the decades leading up to World War I meant that British soldiers and the British public of all classes were literate. Professional and amateur authors were prolific during and after the war and found a market for their works.

### Modernism

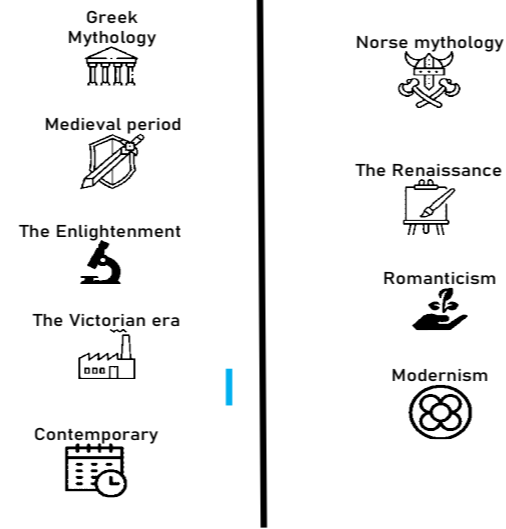
Modernist literature employed a number of different experimental writing techniques that broke the conventional rules of storytelling. Some of those techniques include **blended imagery and themes, absurdism, nonlinear narratives, and stream of consciousness**—which is a free-flowing inner monologue.

### Realism

The conventions of literary realism may be identified as following: **subject matter; style; characterisation; social background and tapestry; description; referent; objectivity; structure.**



5 unit represent the key literary movements?



You will need to answer these questions about one poem:

- Who might be the speaker of the poem?
- What happened?
- When did these events take place?
- Where did these events take place?
- Why did the poet write this?

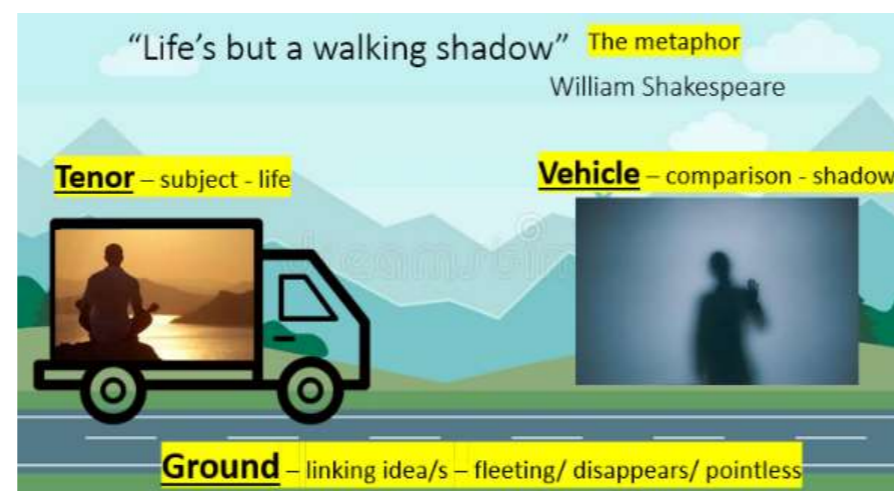
Now use these answers to write a sentence summarising what happens in the poem.

## Creative Writing

- More, more, more
- 3 verb sentence
- Past participle start
- Simile start
- 3 word sentence

*The more time we spend waiting, the more tired we become, the more we just want to be back home. We watch, afraid of what might come any second, trying to keep warm, ignoring the constant invasion of rats. Hampered by the freezing conditions, it's difficult to tell what is worse. Like sitting ducks, it just feels like we're waiting for the end to come. Hope has died.*

## Parts of a metaphor



## War writers and text summaries:

Text and writer	Summary
The Great War Vernon Scannell	This poem explores how when war is mentioned it is the powerful, haunting images of World War 1 rather than other conflicts that dominate the mind. Scannell's poem captures many of the sights and sounds that are ingrained in the collective consciousness of twentieth and twentieth first century man.
Anthem for Doomed Youth Wilfred Owen	Anthem for Doomed Youth is a lament for the deaths of the young soldiers who died in the war. In highlighting the reality of life in the trenches, Owen shows such a death to be bleak and harsh. In the preface to his poems, which he did not live to see published, he wrote, "My subject is War, and the pity of War. The poetry is in the pity." Anthem for Doomed Youth is written in sonnet form.
In Flanders Fields John McCrae	This poem expressed McCrae's grief over the "row on row" of graves of soldiers who had died on Flanders' battlefields, located in a region of western Belgium and northern France. Poppies flourished on the battlefields because the artillery tore up the ground, bring the seeds to light. It was a poem by John McCrae that led to the poppy being adopted as a symbol of the war and its dead.
Journey's End RC Sherriff	This play is a harrowing account of life in the trenches, <b>not a true story</b> , but based on the experiences of playwright RC Sherriff. It was groundbreaking when first written in 1928, and it has since been performed on stage, taught throughout schools and enjoyed several revivals in film.
Futility Wilfred Owen	Written in 1918, the poem elegizes an unnamed soldier lying dead in the snow in France. This image resonates with the poem's speaker, causing him or her to reassess life's value, given death's inevitability.
Dolce et Decorum est Wilfred Owen	This poem illustrates the relationship between reality and heroic ideals. Owen does this via two central themes: <b>patriotism and its false glory and the horrors of war</b> . It was written in reaction to the propaganda at the time.
Into Battle Julian Grenfell	Commissioned into the British army in 1907 as a career soldier. In 1914 he wrote, "I adore war. ... It is like a big picnic but without the objectivelessness of a picnic. I have never been more well or more happy. ... The fighting-excitement vitalizes everything, every sight and action."
Birdsong Sebastian Faulks	<i>Faulks's novel, first published in 1993, tells the story of a British man called Stephen Wraysford at different stages of his life both before and during World War I. In this extract, the first day of the Battle of the Somme is described through the eyes of Stephen, who is now a lieutenant in the British Army.</i>
Regeneration Pat Barker	<i>First published in 1991, Barker's novel explores the treatment of shell-shocked war victims. In this extract, Billy Prior, a soldier suffering from mutism is undergoing hypnosis to remember the tragic events that led to his breakdown.</i>



# War Writing



**noun** – name of something; **pronoun** – replaces the noun; **adjective** – describes the noun; **verb** – is what the noun does; **adverb** – describes the verb; **preposition** – says where; **article** – says which noun (i.e. a / an / the)

A **simple sentence** has one independent / main clause:

A **compound sentence** has two equally independent / main clauses:

A **complex sentence** has a main / independent clause and a subordinate / dependent clause:

## Focus on the effects of the whole text and big ideas/themes

Teach	Model	Write
Use of adverb opener with a comma to follow Reference to theme or literary concept	Consider why the writer wrote the poem and what message they want to give the reader or make them think about	<b>Thus</b> , [writer] is drawing the reader's attention to _____ <b>Hence</b> , [writer] is challenging ideas about _____ <b>Consequently</b> , [writer] is highlighting _____

## Compare texts in relation to literary concepts, ideas and methods

Teach	Model	Write
Identify a clear similarity or difference between the two poems Use comparative discourse markers Use commas after comparative discourse markers Reference to theme or literary concept	Think of interesting similarities and differences in relation to ideas, concepts or methods between the texts you are studying.	Both texts explore the concept of _____ _____ is equally significant in both texts. In [text] it is conveyed through _____, <b>whereas</b> in [text] it is portrayed as _____ <b>Conversely</b> , in [text] _____ In [Sassoon's poem] he presents [focus of the question] as _____. <b>Similarly</b> , in [Owen's poem] _____ <b>Likewise</b> , in [text] _____

## Vocabulary and Terminology

patriotism (n)	devotion to and vigorous support for one's country patriotic (adj) patriotically (adv)
ambivalent	having mixed feelings or contradictory ideas about something or someone ambivalence (n)
incompetent (adj)	Not having the necessary skills to do something. Latin <i>in-</i> 'not' + <i>competere</i> 'coincide, agree'
futile (n)	pointless or useless. Latin <i>futilis</i> 'leaky, unreliable' futility (n) futilely (adv)
inadequate (adj)	Insufficient for a purpose. Latin <i>ad</i> 'make level'+ <i>aequus</i> 'equal, even' inadequacy (n)
glory (n)	great admiration, honour, and praise that you earn, to glorify (v) glorious (adj)
propaganda (n)	information, especially of a biased or misleading nature, used to promote a political cause or point of view
Modernism components	stream of consciousness, absurdity, individual character importance, experimentation with literary forms
Realism components	realistic characters and settings, everyday occurrences, character development, depicting social class
sonnet	A poem with 14 lines, 10 syllables per line and a regular rhyming pattern: ABBAABBA CDCDCD or ABABCDCD EFEFGG, generally in 2 stanzas
extended metaphor	a metaphor in a literary work, such as a novel or poem, that isn't just used in one line but is extended over multiple lines



Wilfred Owen

Owen, the son of a railway worker, scraped a living tutoring. He idolised the older poet Siegfried Sassoon and learned much from him. In the preface to his poems, which he did not live to see published, he wrote, "My subject is War, and the pity of War. The poetry is in the pity." He died, a week before the Armistice.



Jesse Pope






Pope was an English poet, writer, and journalist, who remains best known – and widely condemned – for her patriotic, motivational poems published during World War I.



John McCrae

McCrae was a Canadian and studied medicine before training to be an artilleryman. He served in the Second Boer war and, as a Medical Officer, treated the wounded at the Battle of Ypres in 1915. He died of pneumonia shortly before the end of the war.

# Write Like a Politician! Year 09!

<p><b>P</b></p>	<p><b>Punctuation</b></p>	<p>A sentence needs a capital letter and a full stop.      Yikes! An exclamation mark shows volume!</p> <p style="text-align: center;">There's never a better time to push yourself; you can achieve anything!</p> <p>Cowes Enterprise College, <u>a secondary school on the Isle of Wight</u>, has the most impressive students in the South.</p> <p>Will I improve my writing? This much I know: if I try, I might. If I don't, I won't.      However hard I try, I can't get over it.</p> <p style="text-align: center;">I promise I can keep a secret (at least for a few days) from anyone and everyone.</p> <div style="float: right; border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content;"> <p>'Never, never, never give up...'</p> </div> 	
<p><b>S</b></p>	<p><b>Sentences</b></p>	<p><b>Simple:</b>      <u>I have an excellent plan.</u></p> <p><b>Compound:</b>      <u>I have an excellent plan, but we need everybody's support!</u></p> <p><b>Complex:</b>      <u>Despite my excellent plan, we need everybody's support to make great thing happen.</u></p>   	
<p><b>O</b></p>	<p><b>Organisation</b></p> <p><b>Openers</b></p>  <p>(and Oprah).</p>	<p style="text-align: center;"><b>For paragraphing: think TipTop</b></p> <p>Remember to switch to a new paragraph every time you come across</p> <p style="text-align: center;"><b>TipTop: time, place, topic, person speaking.</b></p> <p>Think about how you want your reader to feel.</p> <p><b>Reassured? Concerned? Hopeful? Excited?</b></p> <p>Sometimes, a one sentence paragraph can be very effective in making your point stick. Right?</p> <p>Or, you could try a slightly longer paragraph with a series of shorter sentences.</p> <div style="border: 1px solid red; padding: 5px; text-align: center; color: red;"> <p>Add big knowledge to this tiny box.</p> </div>	<p style="text-align: center;"><b>Giving Your Opinion</b></p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid red; padding: 5px; width: 18%;"> <p><b>Introducing Your Argument</b></p> <p>I think that...</p> <p>I strongly believe that...</p> <p>It is obvious that...</p> <p>It is clear that...</p> <p>My position is that...</p> <p>It is undeniable that...</p> <p>The fact is that...</p> <p>I ask you to consider</p> <p>In my opinion, ...</p> </div> <div style="border: 1px solid orange; padding: 5px; width: 18%;"> <p><b>Developing Your Argument</b></p> <p>Furthermore, ...</p> <p>In addition to...</p> <p>Moreover, ...</p> <p>Likewise, ...</p> <p>Firstly, ...</p> <p>Again, ...</p> <p>Next, ...</p> <p>The most compelling reason is that...</p> <p>Without doubt, ...</p> </div> <div style="border: 1px solid green; padding: 5px; width: 18%;"> <p><b>Admitting Counter Arguments</b></p> <p>Although it is true that...</p> <p>Admittedly, ...</p> <p>While some people may think that...</p> <p>Unfortunately, it may be the case that...</p> <p>I acknowledge that...</p> <p>I can understand that...</p> <p>I appreciate that...</p> <p>It is unfortunately true that...</p> <p>I concede that...</p> </div> <div style="border: 1px solid teal; padding: 5px; width: 18%;"> <p><b>Countering</b></p> <p>However, ...</p> <p>Nevertheless, ...</p> <p>Even so, ...</p> <p>Whereas...</p> <p>Nonetheless, ...</p> <p>Despite...</p> <p>But...</p> <p>In fact, ...</p> <p>Conversely, ...</p> </div> <div style="border: 1px solid purple; padding: 5px; width: 18%;"> <p><b>Conclusion</b></p> <p>In summary, ...</p> <p>To conclude, ...</p> <p>Finally, ...</p> <p>All this taken into account, ...</p> <p>In conclusion, ...</p> <p>For these reasons, ...</p> <p>All in all, ...</p> <p>In short, ...</p> <p>Ultimately, ...</p> </div> </div>
<p><b>V</b></p>	<p><b>Essential Vocabulary/ Terminology to Learn</b></p>	<p><b>Formality</b> (In writing, this is how closely you follow Standard English, uuh).</p> <p><b>Tone</b> (the mood or attitude your writing employs- what MOOD are you going to give?)</p> <p><b>Emotive language</b> (certain lexical or word choices are used to evoke an emotional response from the reader).</p> <p><b>Abstract noun</b> (you've got the LOVE... you've got the LOVE for an abstract noun...)</p> <p><b>Syntax</b> (the structure or arrangement of sentences. <i>Fancy!</i>)</p> <p><b>Plural Personal Pronouns</b> (we, us)</p> <p><b>Rhetorical question</b> (just like this?)</p> <p><b>A triple</b> (or 'rule of three') (make a speech that is <u>shrewd, skilled and superb!</u>)</p>	