

'The Charge of the Light Brigade'

Alfred, Lord Tennyson

- Read the poem carefully.
- Stick the techniques used in the correct places.

repetition	imperatives (commands)	half rhyme	repetition of final words of stanza	alliteration to emphasise danger
personification	repetition of final words of stanza	personification	repetition	repetition of final words of stanza
strong verbs of movement	dialogue so we can imagine the exact words said	repetition of final words of stanza	dialogue so we can imagine the exact words said	repetition of final words of stanza
exciting rhythm, like a horse galloping	rhyme	repetition of final words of stanza	rhyme	strong verbs of action showing energy of British
rhetorical question	half rhyme	metaphor to emphasise danger	repetition	simple, direct language that everyone can understand
strong verbs to emphasise loud sounds and danger	alliteration	exclamation to emphasise how brave they were	commands to the reader – the purpose of the poem	past tense – telling a story that is over
repetition of 'flash'd' to emphasise light flashing on sword – visual image	adjective – flattering the soldiers	repetition to show they are surrounded	nouns – weapons	metaphor to emphasise danger
repetition of 'not' to emphasise tragedy	rhetorical question to make the reader realise the men will never be forgotten	strong adverb placed first in the poetic foot, to emphasise bravery	alliteration to emphasise tragedy	personification
changes to present tense as poet addresses the reader	exciting start, full of action	alliteration to show bravery and obedience of soldiers	point when we learn they were not successful	point when we learn someone had made a mistake

Helpful terms

League =	A distance of about three miles.
The Light Brigade =	A cavalry (horse-riding) regiment of soldiers.
The Crimean War =	1854–1856. A war between Russia and Britain/France/the Ottoman Empire. About land ownership, especially in Palestine.
Alfred, Lord Tennyson = (1809–1892)	English Poet Laureate.
Personification =	When something which isn't human is made to sound like a human. It is a type of metaphor.
Rhetorical question =	A question asked to make the reader think.
Half rhyme =	When two lines nearly rhyme, but not quite e.g. onward/hundred, brigade/said.
Metaphor =	When two things are compared indirectly e.g. 'they rode into the jaws of Death'. This is saying that they rode into a very dangerous situation. The situation is indirectly compared to the jaws of death.
Alliteration =	When different words start with the same letter, for emphasis e.g. 'shot and shell'.

PUPIL NAME:

'The Charge of the Light Brigade'

by Alfred, Lord Tennyson

1.

Half a league, half a league,
Half a league onward,
All in the valley of Death
Rode the six hundred.
"Forward, the Light Brigade!
"Charge for the guns!" he said:
Into the valley of Death
Rode the six hundred.

2.

"Forward, the Light Brigade!"
Was there a man dismay'd?
Not tho' the soldier knew
Someone had blunder'd:
Their's not to make reply,
Their's not to reason why,
Their's but to do and die:
Into the valley of Death
Rode the six hundred.

3.

Cannon to right of them,
Cannon to left of them,
Cannon in front of them
Volley'd and thunder'd;
Storm'd at with shot and shell,
Boldly they rode and well,
Into the jaws of Death,
Into the mouth of Hell
Rode the six hundred.

4.

Flash'd all their sabres bare,
Flash'd as they turn'd in air,
Sabring the gunners there,
Charging an army, while
 All the world wonder'd:
Plunged in the battery-smoke
Right thro' the line they broke;
Cossack and Russian
Reel'd from the sabre stroke
 Shatter'd and sunder'd.
Then they rode back, but not
 Not the six hundred.

5.

Cannon to right of them,
Cannon to left of them,
Cannon behind them
 Volley'd and thunder'd;
Storm'd at with shot and shell,
While horse and hero fell,
They that had fought so well
Came thro' the jaws of Death
Back from the mouth of Hell,
All that was left of them,
 Left of six hundred.

6.

When can their glory fade?
O the wild charge they made!
 All the world wondered.
Honour the charge they made,
Honour the Light Brigade,
 Noble six hundred.

'Disabled'

- Read the poem carefully.
- Stick the techniques/interesting points used in the correct places.

stanza all about after the injury	use of alliteration to emphasise how horrible his clothes were	use of contrast – girls' changed attitudes	Hyperbole (exaggeration) to emphasise waste	metaphor to show how the man has altered and no longer feels his true age
part of stanza about before the war	adjectives –dark, grey – to emphasise sadness	soldier called 'he' – never named as could be one of many	contrast – immaturity/ excessive and tragic maturity	contrast – blood of sporting injury/wartime injury
part of stanza about after the war	alliteration to emphasise girls' beauty	vocabulary –lights, colourfulness, shining – to emphasise joy	verbs showing man's discomfort	personification to emphasise how bad his terror would become
stanza describing contrasts in the man before and after the war	repetition to emphasise sounds of boys playing – contrast with his loneliness	alliteration to emphasise his disability	metaphor to show he's lost his youth, vitality, 'colour'	repetition to show loneliness and helplessness
stanza about why he joined up	exclamation to show strength of feeling	rhyme to emphasise positive aspects of army life	use of alliteration to show boys having fun – contrasts with soldier	the man's bleak future
stanza about after the war	the man will have to obey rules for the rest of his life	evening time link between stanzas to link before/ after the war	punctuation – short phrases and caesuras to show his thought processes and actions before he joined up	detail to show how the man was handsome
alliteration to emphasise a positive aspect of army life	contrast with previous stanza – leaving and returning very different	rhetorical questions to show helplessness and loneliness	the man cannot move himself – he depends on others	strong verb at time of injury

'Disabled'

by Wilfred Owen

He sat in a wheeled chair, waiting for dark,
And shivered in his ghastly suit of grey,
Legless, sewn short at elbow. Through the park
Voices of boys rang saddening like a hymn,
Voices of play and pleasure after day,
Till gathering sleep had mothered them from him.

About this time Town used to swing so gay
When glow-lamps budded in the light-blue trees
And girls glanced lovelier as the air grew dim,
— In the old times, before he threw away his knees.
Now he will never feel again how slim
Girls' waists are, or how warm their subtle hands,
All of them touch him like some queer disease.

There was an artist silly for his face,
For it was younger than his youth, last year.
Now he is old; his back will never brace;
He's lost his colour very far from here,
Poured it down shell-holes till the veins ran dry,
And half his lifetime lapsed in the hot race,
And leap of purple spurted from his thigh.
One time he liked a bloodsmear down his leg,
After the matches carried shoulder-high.
It was after football, when he'd drunk a peg,
He thought he'd better join. He wonders why ...
Someone had said he'd look a god in kilts.

**That's why; and maybe, too, to please his Meg,
Aye, that was it, to please the giddy jilts,
He asked to join. He didn't have to beg;
Smiling they wrote his lie; aged nineteen years.
Germans he scarcely thought of; and no fears
Of Fear came yet. He thought of jewelled hilts
For daggers in plaid socks; of smart salutes;
And care of arms; and leave; and pay arrears;
Esprit de corps; and hints for young recruits.
And soon, he was drafted out with drums and cheers.**

**Some cheered him home, but not as crowds cheer Goal.
Only a solemn man who brought him fruits
Thanked him; and then inquired about his soul.
Now, he will spend a few sick years in Institutes,
And do what things the rules consider wise,
And take whatever pity they may dole.
To-night he noticed how the women's eyes
Passed from him to the strong men that were whole.
How cold and late it is! Why don't they come
And put him into bed? Why don't they come?**

WAR POETRY

**Compare two poems on the theme of war:
'The Charge of the Light Brigade' and 'Disabled'.**

Context

Write about the two wars. Why were the poems written? What was each poet's attitude to war?

'Charge of the Light Brigade'

What is the poem about? Tell the story of what happens in your own words. What interesting poetic techniques are used and why? You will need to use quotations. Use your planning sheet to help.

'Disabled'

What is the poem about? Tell the story of what happens in your own words. What interesting poetic techniques are used and why? You will need to use quotations. Don't forget to write about how the poet uses the 'flashback' technique, showing how life was before the war compared with now, afterwards. He uses lots of contrasts too.

Your opinions

Which poem is the more realistic in its portrayal of war? Which one is written in the more interesting way? Which one is easiest to understand and why? Which do you prefer and why?