Subject	English
Year Level	Year 10
Topic	War Poetry

	Unit Title	Outline	Culminating Activity
TERM 2	**Unit 2: War of Words**	**War/Conflict** This unit uses war as a thematic device to study changing moral and ethical contexts. Through the study of war poetry and a novel, students consider key issues and the positioning that occurs in these texts. There will also be an opportunity to deconstruct a range of war poems from different eras, as well as appreciate the technical skills of the poet. Students will focus on human responses to conflict, such as sacrifice and courage.	**Poetry Critique**

Please note: All resources referred to are available in Class Notebook. Students in this subject have been emailed a link to this space through their school email address. When they open the Class Notebook for the first time, it is recommended they bookmark the link.

Wide Reading: It is recommended that students continue to engage in some reading – preferably at least 15 minutes per day. Some students have a school-issued wide reading novel, but any novels can be used for wide reading. The school-issued novel is 'The Hunger Games'.

Week	Learning Activities
1 20 April *We are learning about:* **1] poetic techniques and terms** **2] pre-20th century war poetry** *We are learning to:* **1] identify, describe and demonstrate understanding of poetic techniques** **2] read and understand poetry**	**Introduction and Revision – Spelling, Poetic Terms and Poems** • Spelling List • Poetic Terms [Revision] • Language of Poetry [Revision] • 'The Battle of Blenheim' [Background and questions] • 'The Charge of the Light Brigade' [Background and questions]
2 27 April *We are learning about:* **1] war posters from World War I** **2] poems written at the outbreak of World War I** *We are learning to:* **identify attitudes and beliefs through both words and images**	**Early Poems of World War I** • The Poetry of World War I [Reading] • Propaganda Posters of World War I [Activity on final slide] • Early Poems [Answer questions on 'England to her Sons'] • Rupert Brooke [Background reading and questions on 'The Soldier']
3 4 May *We are learning about:* **Wilfred Owen and his poetry**	**The Poetry of Wilfred Owen** • Powerpoint: Introduction to War Poetry [Background and activities] • Wilfred Owen [Background info and poem 'Dulce et decorum est'] • 'Dulce et decorum est' [Three Level Guide]

We are learning to: **analyse how poetry represents warfare from a personal perspective**	• 'Futility' [Close study questions] • 'Strange Meeting'; 'Mental Cases' [Watch and listen]
4 11 May *We are learning about:* **Siegfried Sassoon and his poetry** *We are learning to:* **compare and contrast individual perspectives on warfare through poetry**	**The Poetry of Siegfried Sassoon** • Siegfried Sassoon and the Poets of the Great War [YouTube background video] • Siegfried Sassoon text book chapter [Complete activities] • 'Aftermath' [Read poem and watch YouTube video]
5 18 May *We are learning about:* **poetic analysis through the 'Step-Up' process** *We are learning to:* **analyse war poetry through a specified structural framework**	**Poetry Analysis: The 'Step-Up' Process** • Some Key Ideas for Understanding Poetry [Reading] • 'Step-Up' table [Read and familiarise] • 'Step-Up' table [Complete for 2 poems provided: 'Six Young Men' and 'In Flanders Fields']
6 25 May *We are learning about:* **poetic analysis through the 'Step-Up' process** *We are learning to:* **analyse a chosen war poem through a specified structural framework**	**Analyse and critique chosen poem in structured format** • Read through selection of poems from anthology. • Select poem for culminating activity • Complete 'Step-Up' plan as thoroughly as possible
7 1 June *We are learning about:* **1] poetry critiques** **2] analytical language** *We are learning to:* **plan, structure and draft a poetry critique using formal analytical language**	**Plan and draft poetry critique** • Read through and deconstruct annotated poetry critique exemplars • Draft poetry critique in response to question: *How has war been represented in your chosen poem?*
8 8 June *We are learning about:* **1] poetry critiques** **2] analytical language** *We are learning to:* **Write, edit and submit a poetry critique using formal analytical language**	**Write, edit and submit final draft of poetry critique** • Respond to feedback on draft • Write, edit and submit final draft of poetry critique