

Subject	Extension English
Year Level	Year 10
Topic	War Poetry

	Unit Title	Outline	Culminating Activity
TERM 2	Unit 2: War of Words	<p>War/Conflict</p> <p>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.</p>	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
<p>1 20 April</p> <p><i>We are learning about:</i> 1] poetic techniques and terms 2] pre-20th century war poetry</p> <p><i>We are learning to:</i> 1] identify, describe and demonstrate understanding of poetic techniques 2] read and understand poetry</p>	<p>Introduction and Revision – Spelling, Poetic Terms and Poems</p> <ul style="list-style-type: none"> • 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]
<p>2 27 April</p> <p><i>We are learning about:</i> 1] war posters from World War I 2] poems written at the outbreak of World War I</p> <p><i>We are learning to:</i> identify attitudes and beliefs through both words and images</p>	<p>Early Poems of World War I</p> <ul style="list-style-type: none"> • The Poetry of World War I [Reading] • Propaganda Posters of World War I [Activity on final slide] • Early Poems [Answer questions on ‘Who’s for the Game?’ and ‘England to her Sons’] • Rupert Brooke [Background reading and questions on ‘The Soldier’]
<p>3 4 May</p> <p><i>We are learning about:</i> Wilfred Owen and his poetry</p>	<p>The Poetry of Wilfred Owen</p> <ul style="list-style-type: none"> • 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]

<p><i>We are learning to:</i> analyse how poetry represents warfare from a personal perspective</p>	<ul style="list-style-type: none"> • 'Futility' [Close study questions] • 'Disabled' [Close study questions] • 'Strange Meeting'; 'Mental Cases' [Watch and listen]
<p>4 11 May</p> <p><i>We are learning about:</i> Siegfried Sassoon and his poetry</p> <p><i>We are learning to:</i> compare and contrast individual perspectives on warfare through poetry</p>	<p>The Poetry of Siegfried Sassoon</p> <ul style="list-style-type: none"> • Siegfried Sassoon and the Poets of the Great War [YouTube background video] • Siegfried Sassoon text book chapter [Complete activities] • 'Attack' [Close study questions] • 'Aftermath' [Read poem and watch YouTube video]
<p>5 18 May</p> <p><i>We are learning about:</i> poetic analysis through the 'Step-Up' process</p> <p><i>We are learning to:</i> analyse war poetry through a specified structural framework</p>	<p>Poetry Analysis: The 'Step-Up' Process</p> <ul style="list-style-type: none"> • 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 'Dreamers']
<p>6 25 May</p> <p><i>We are learning about:</i> poetic analysis through the 'Step-Up' process</p> <p><i>We are learning to:</i> analyse a chosen war poem through a specified structural framework</p>	<p>Analyse and critique chosen poem in structured format</p> <ul style="list-style-type: none"> • Read through selection of poems from anthology. • Select poem for culminating activity • Complete 'Step-Up' plan as thoroughly as possible
<p>7 1 June</p> <p><i>We are learning about:</i> 1] poetry critiques 2] analytical language</p> <p><i>We are learning to:</i> plan, structure and draft a poetry critique using formal analytical language</p>	<p>Plan and draft poetry critique</p> <ul style="list-style-type: none"> • Read through and deconstruct annotated poetry critique exemplars • Draft poetry critique in response to question: <i>How has war been represented in your chosen poem?</i>
<p>8 8 June</p> <p><i>We are learning about:</i> 1] poetry critiques 2] analytical language</p> <p><i>We are learning to:</i> Write, edit and submit a poetry critique using formal analytical language</p>	<p>Write, edit and submit final draft of poetry critique</p> <ul style="list-style-type: none"> • Respond to feedback on draft • Write, edit and submit final draft of poetry critique