

Visual Display of War Poems Challenge



Teacher's Notes

The Big Question: How do conflicts affect communities?

Level: Second

Experiences and Outcomes

I am learning to use language and style in a way which engages and/or influences my reader.

ENG 2-27a

I can create and present work that shows developing skill in using the visual elements and concepts.

EXA 2-03a

Additional Resources

Poem Resource 1- Dulce et Decorum Est by Wilfred Owen (included below)

Poem Resource 2 – In Flanders' Fields by John McCrae (included below)

Introduction

As many children will have little personal experience of war, it can be difficult for them to try to write about it. Therefore, using famous poems related to war, the children can create visual representations of these but through discussion also they will learn what it is like to fight in a war. Therefore, with the pupils read 'In Flanders' Fields' by John McCrae, written in 1915 and 'Dulce Et Decorum Est' by Wilfred Owen, written in 1918, and discuss what they are describing in their poems. Allow the children to explain what these poems make them feel and discuss whether Wilfred Owen's message of fighting for your country not being an honour after all is true.

The Task

Having discussed what the war poems, 'In Flanders' Fields' and 'Dulce Et Decorum Est' mean and illustrate, you are going to work collaboratively with your class to reproduce these poems in the form of a visual display.

The displays can be pictorial representations but can include relevant information from the poems that would inform the audience of war.

At the end of the challenge be prepared to explain your design to the rest of your class.

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Poem Resource 1

Dulce et Decorum Est

Bent double, like old beggars under sacks,
 Knock-kneed, coughing like hags, we cursed through sludge,
 Till on the haunting flares we turned our backs
 And towards our distant rest began to trudge.
 Men marched asleep. Many had lost their boots
 But limped on, blood-shod. All went lame; all blind;
 Drunk with fatigue; deaf even to the hoots
 Of tired, outstripped Five-Nines that dropped behind.

Gas! Gas! Quick, boys! – An ecstasy of fumbling,
 Fitting the clumsy helmets just in time;
 But someone still was yelling out and stumbling,
 And flound'ring like a man in fire or lime . . .
 Dim, through the misty panes and thick green light,
 As under a green sea, I saw him drowning.
 In all my dreams, before my helpless sight,
 He plunges at me, guttering, choking, drowning.

If in some smothering dreams you too could pace
 Behind the wagon that we flung him in,
 And watch the white eyes writhing in his face,
 His hanging face, like a devil's sick of sin;
 If you could hear, at every jolt, the blood
 Come gargling from the froth-corrupted lungs,
 Obscene as cancer, bitter as the cud
 Of vile, incurable sores on innocent tongues,
 My friend, you would not tell with such high zest
 To children ardent for some desperate glory,
 The old Lie; Dulce et Decorum est
 Pro patria mori.

Wilfred Owen

1893 - 1918

(DULCE ET DECORUM EST - the first words of a Latin saying (taken from an ode by Horace). The words were widely understood and often quoted at the start of the First World War. They mean 'It is sweet and right'. The full saying ends the poem: Dulce et decorum est pro patria mori - it is sweet and right to die for your country. In other words, it is a wonderful and great honour to fight and die for your country.)

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Poem Resource 2

In Flanders' Fields

In Flanders' fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders' fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep,
though poppies grow
In Flanders' fields.

By John McCrae
1862 - 1918

Learning Intention

I am working collaboratively to learn about poetry and how it makes me feel and to understand what the text within the poetry means.

Success criteria

Working collaboratively you will:

- Divide yourselves into two groups and give each group a poem to work with.
- Clarify in your groups what your poem is illustrating through the language used.
- Create a design of what the display will look like.
- Gather necessary art materials.
- Create the display.

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What Progress Have I Made Today?

Peer Marking Exercise / Self-Assessment



Traffic light the following statements:

I can read and react to poetry.

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I can read poetry and understand what it means.

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I can display and annotate a poem to engage and influence the reader.

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I can create and present a poem using the visual elements to demonstrate my understanding of the text within.

EXA 2-03a

What I did best: _____

I am still working on: _____
